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ABSTRACT

The Teacher Cadet Program (TCP) provides a course of study to encourage academically-able high school students to consider teaching as a career. Reported is an evaluation of the program's effectiveness based on data collected from a survey of college freshmen who were high school cadets, interviews with a sample of the surveyed college freshmen, and a parallel survey of current high school seniors. A summary of findings is presented, and descriptions and analyses are given of what a sample of today's college freshmen and high school seniors consider important for their prospective careers. Overall student expectations, attitudes and beliefs are reviewed and differences among them are discerned depending on students' gender, race, cadet status, and whether or not they intend to teach. A review is given of the specific effects that the TCP appears to be having as students make career decisions. Recommendations are made for program improvement as well as general recommendations for the recruitment of tomorrow's teachers. (JD)

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RECRUITING TALENT TO TEACHING:

An Assessment of the Impact of the South Carolina Teacher Cadet Program

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We greatly appreciate the yeoman efforts of the staff of the South Carolina Center for Teacher Recruitment, especially with regards to locating the whereabouts of the 1986-87 Cadets. More importantly, we truly appreciate the opportunity to work for and with the SCCTR staff and consultants--John Norton, Carol Jean Hooks, Barbara Deery, Betsy Dyches, and Karen Sundstrom. The pain of conducting this evaluation study was tempered by their good senses of humor, their hard work and their dedication to the improvement of the teaching profession in South Carolina.

Of course, this report would not be possible without the willingness and desire of the staff and the SCCTR Board of Directors to conduct a totally independent evaluation of the Teacher Cadet Program. The South Carolina Educational Policy Center appreciates the opportunity to provide new data and analyses that may not only lead to program improvement but also may assist policymakers and practitioners in attracting talent to teaching.

The report benefitted greatly from the herculean efforts of Bobbye Newsome, staff assistant to the South Carolina Educational Policy Center; Pat Lindler, our survey data coder; and Ed Ebert, special assistant to the project. We owe a continuing debt to these dedicated individuals who take all kinds of abuse from crazed policy researchers.

The senior authors would prefer to share the blame for errors with all those involved in the projects (and even those who had nothing to do with it); but, reluctantly accept it all themselves.

TABLE OF CONTENTS

Page

Acknowledgments i

The Teacher Cadet Program: Recruiting Talented Students to Teaching 1

The Teacher Cadet Program 2
The Evaluation Study 3
What Our Study Tells Us About the 1986-87 Teacher Cadets 4
A Brief Historical Perspective 8

To Teach Or Not To Teach--That Is The Question 10

Today's Students: Their Career Goals and Teaching 10

Males and Females 14
Blacks and Whites 20
Cadets and Non-Cadets 23
Those "Intending" and "Not Intending" to Become Teachers 29
1986-87 Cadets Who Will Teach and Those Who Will Not 35

Impact of The Teacher Cadet Program 39

Differences in Gender and Course Duration 41
Student Perspectives on the Teacher Cadet Program 41
Why Students Enroll in the Teacher Cadet Classes 44
Learning About Children and Parenting 45
Learning About Schooling and Teaching 45
Learning About Oneself, Others, and Careers 46
Preparing for College 47

Conclusions and Recommendations 49

References 55

Appendices

Appendix A: Study Design and Instrumentation
Appendix B: Number and Percent of Survey Respondents By Career Choice By Race and Gender
Appendix C: Mean Scores for "Career" and "Teacher" Survey Items By Respondents
Appendix D: Mean Scores for Survey Items on Which 1987-88 High School Students Differ Based on Gender
Appendix E: Mean Scores for Survey Items on Which 1986-87 Cadets and 1987-88 High School Students Differ Based on Race
Appendix F: Survey Items on Which Cadets Who Will "Teach" and Cadets Who Will Pursue "Other Careers" Differ
Appendix G: Mean Scores for "Teacher Cadet" Survey Items

List of Figures

	Page
Figure 1: Academic Ability of Teacher Cadets Who Choose Teaching and Other 1987 South Carolina College Freshmen	7
Figure 2: Perceptions of Teachers' Careers (All respondents)	11
Figure 3: Career Goals of Survey Respondents (All respondents)	12
Figure 4: Survey Items about "Teaching" on Which 1986-87 Cadets Differ Based on Gender	16
Figure 5: Survey Items About "Career Goals" on Which 1986-87 Cadets Differ Based on Gender	17
Figure 6: Salary Expectations of Males and Females	19
Figure 7: Perceptions of Teachers' Careers (Cadets & Non-Cadets)	24
Figure 8: Career Goals of Survey Respondents (Cadets & Non-Cadets)	25
Figure 9: Teacher Cadet Salary Expectations and Their Perceptions of What Teachers Earn	27
Figure 10: Non-Cadet Salary Expectations and Their Perceptions of What Teachers Earn	28
Figure 11: Perceptions of Teachers Careers (Teachers & Non-Teachers)	30
Figure 12: Career Goals of Survey Respondents (Teachers & Non-Teachers)	31
Figure 13: Salary Expectations of "Prospective Teachers" and Their Perceptions of What Teachers Earn	33
Figure 14: Salary Expectations of "Other Career" Students and Their Perceptions of What Teachers Earn	34
Figure 15: Salary Expectations of Teacher Cadets Interested in Other Careers and Their Perceptions of What Teachers Earn	36
Figure 16: Salary Expectations of Teacher Cadets Interested in Teaching and Their Perceptions of What Teachers Earn	37
Figure 17: Survey Items About the Teacher Cadet Program on Which 1986-87 Cadets Differ Based on Gender	42
Figure 18: Survey Items on Which 1986-87 Cadets Differ Based on Whether or Not They Were Enrolled in a One or Two Semester Class	43

THE TEACHER CADET PROGRAM:

RECRUITING TALENTED STUDENTS TO TEACHING

I think that the Teacher Cadet Program is making a difference. Some students in our class--a couple of girls--were on the borderline of deciding whether or not they wanted to be teachers. When they got into the class, they saw how good they were at [teaching], they saw what they could do, and it really changed their minds toward teaching. These are people we need in teaching. I would want my children educated by some of these people who were in my class...This is how positive I am they will do good work and be good teachers.

But the [Teacher Cadet] class does a lot of things besides preparing one for teaching. The class helps students understand college; helping us understand a lot of things about studying and being prepared. But more importantly, the Teacher Cadet class helped us learn how to express ourselves and well. the class gave you a sense of responsibility. [Alan, black, male, 1986-87 Teacher Cadet, now a freshman in a South Carolina college]

Alan's assessment of the South Carolina Teacher Cadet Program (TCP) is typical of the views expressed by other 1986-87 Cadets. Our study of the initial impact of the TCP indicates that the newly instituted statewide program is a potentially powerful recruitment tool for the teaching profession as well as a unique approach to inculcate an appreciation of the special mission of teaching in the public schools. There appear to be other benefits of the program as well. Our surveys of and interviews with the 1986-87 Cadets clearly indicate that through the TCP, these students were provided new opportunities to explore their career goals, assess their expectations, and become more prepared for college.

The Teacher Cadet Program

The Teacher Cadet Program, a major project of the South Carolina Center for Teacher Recruitment (SCCTR), provides a course of study to encourage academically able high school students to consider teaching as a career. The TCP class may be offered on a one or two semester basis. In addition, depending on the relationship with a site's university partner, students may have the opportunity to earn college credit.

In the fall of 1987, the SCCTR began implementing a formal curriculum which includes three "threads:" (1) the learner, (2) schooling, and (3) teachers and teaching. Each thread seeks to give students insights into the nature of teaching, the problems of schooling, and the issues affecting the quality of education in American schools through a variety of learning experiences. These learning experiences include conversations with professionals in the field of education, lectures by college professors, seminars, and group projects. During the course, "above average"[1] high school juniors and seniors study educational history, principles of learning theory, child development, and pedagogy as well as visit classrooms to observe teachers, construct lesson plans, and then, test their ability to function as teachers.

In 1985-86, four South Carolina high schools initiated a pilot program to test the Teacher Cadet concept as a strategy to combat the growing shortage of quality public school teachers. In 1986-87, the SCCTR expanded the TCP to 28 schools, involving 360 students in the program. Each participating school was partnered with one of fifteen state colleges and universities. During 1987-88, SCCTR expanded the program to serve approximately 900 students at 55 high school sites. Presently, the SCCTR is planning to expand the TCP to 15 additional school districts in South Carolina.

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[1] *To be eligible to participate in the Teacher Cadet Program, a student must: (1) have at least a "B" average, (2) be enrolled in a college-prep curriculum, and (3) be recommended by at least three teachers.*

The Evaluation Study

In the fall of 1987, the SCCTR asked the South Carolina Educational Policy Center (SCEPC) to conduct a two phase assessment of the effectiveness of the Teacher Cadet Program. In Phase I, the SCEPC was to assess the initial career expectations and choices of the 1986-87 Teacher Cadets and determine the initial impact of the TCP on them. In Phase II, the SCEPC was to assess the implementation of the 1987-88 program in the 55 high school sites.

The results of the Phase I evaluation are reported herein and are based on data collected from three sources: a survey of college freshmen who were Cadets in 1986-87, interviews with a sample of the surveyed college freshmen, and a parallel survey of current (1987-88) high school seniors. The surveys and interviews were administered in the Fall of 1987. The Teacher Cadet Survey (TCS) and additional interviews solicited information about the students' expectations regarding their future careers and their attitudes toward teachers and teaching, as well as their assessment of the impact of the Teacher Cadet Program. The High School Survey (HSS) solicited information about the students' expectations regarding their future careers and their attitudes toward teachers and teaching. The high school survey results were compared with the responses of the previous year's Cadets, providing a basis for assessing the effects of TCP on student attitudes toward career goals, teaching, and teachers.

The TCS was completed by 160 Cadets representing all 28 1986-87 TCP sites. A pool of interviewees was derived from the completed surveys. The interview sample was selected on the basis of student characteristics (race, sex, high school attended) and their enrollment in a range of South Carolina colleges and universities. Interviews with 39 "former cadets" from 20 of the 28, 1986-87 Cadet sites were conducted from November 1987 through January 1988. These 39 students were enrolled in nine different colleges in South Carolina. The HSS was completed by 548 seniors from college-bound senior English

classes in 25 of the 28 1986-87 TCP high school sites. Importantly, at the time of the survey, 114 of high school respondents were enrolled in a 1987-88 Cadet class. Thus, a total of 708 students were surveyed, with 274 being "Cadets" and 434 being "Non-Cadets." (See Appendix A for specific information regarding the study design and and instrumentation. See Appendix B for number and percent of survey respondents by career choice, race, and gender.)

In general, our survey allowed us to carefully assess the attitudes and beliefs of 708 "above average" South Carolina college freshman and high school seniors. In particular, our surveys also allowed us to compare the responses of:

- the 1986-87 Cadets who say they are going into teaching (n=70) with those 1986-87 Cadets who say they are going into other fields (n=90);
- all 1986-87 former Cadets and 1987-88 current Cadets (n=274) with the 1987-88 high school Non-Cadets (n=434); and
- the 1986-87 Cadets and the 1987-88 seniors who intend to teach (n=126) with the 1986-87 Cadets and the 1987-88 high school seniors who intend to enter other careers (n=582).

What Our Study Tells Us About the 1986-87 Teacher Cadets

The responses of 33 males and 127 females to the college survey offer a characterization of students in the Teacher Cadet Program. Collectively, the respondents are enrolled in 48 different colleges and universities, both within South Carolina and across the nation. Twenty-two (22) of the former Cadets are attending the University of South Carolina (Columbia Campus), 24 are attending 20 out of state institutions, and the remaining are attending a variety of in-state post secondary institutions. Minority students (black and other) accounted for 20 percent of the respondents.

Teacher Cadets--who are by definition "academically able"--have a wide array of opportunities and options in selecting a career. The diversity of responses by college students concerning future careers indicate that Cadets are aware of these options. There was much interest expressed in careers in the field of business, and many students reported that they intended to enter professions such as law, medicine, architecture, journalism, engineering, the military, and the performing arts.[2] **Nonetheless, an encouraging forty-four percent (44%) of the 1986-87 Cadets did indicate plans to become teachers.**

Frankly, the fact that 44 percent of the Cadets expressed an interest in teaching is quite striking, given the 20-year precipitous decline in the proportion of college freshman with a career preference for teaching. Indeed, between 1966 and 1985, there was a 71 percent decline in the proportion of college freshman planning to pursue careers in teaching. The percentage of college freshmen nationwide indicating a primary interest in teaching dropped from 21.7 percent in 1966 to 6.2 percent in 1985 (Cooperative Institutional Research Institute, 1987). The lack of interest in teaching careers nationally is also evident in South Carolina. In 1987, only eight percent (8 percent) of the state's college freshman indicated they would enter teaching (College Entrance Examination Board, 1987).

Over the past decade, analysts and critics have lamented the steep decline in academic ability among potential teachers as well as the high attrition rates among the few "high achievers" who do choose to teach (see Vance and Schlechty, 1982; Darling-Hammond, 1984). A recent report to the United States Department of Education found that:

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[2] *Of the 90 1986-87 Cadets who indicated a preference for other careers, 21 indicate business, 11 law, 10 medicine, 10 social services, 5 computer science, 3 engineering, 2 journalism, 2 architecture, 2 military, and 2 performing arts. Twenty-two indicated that they were undecided.*

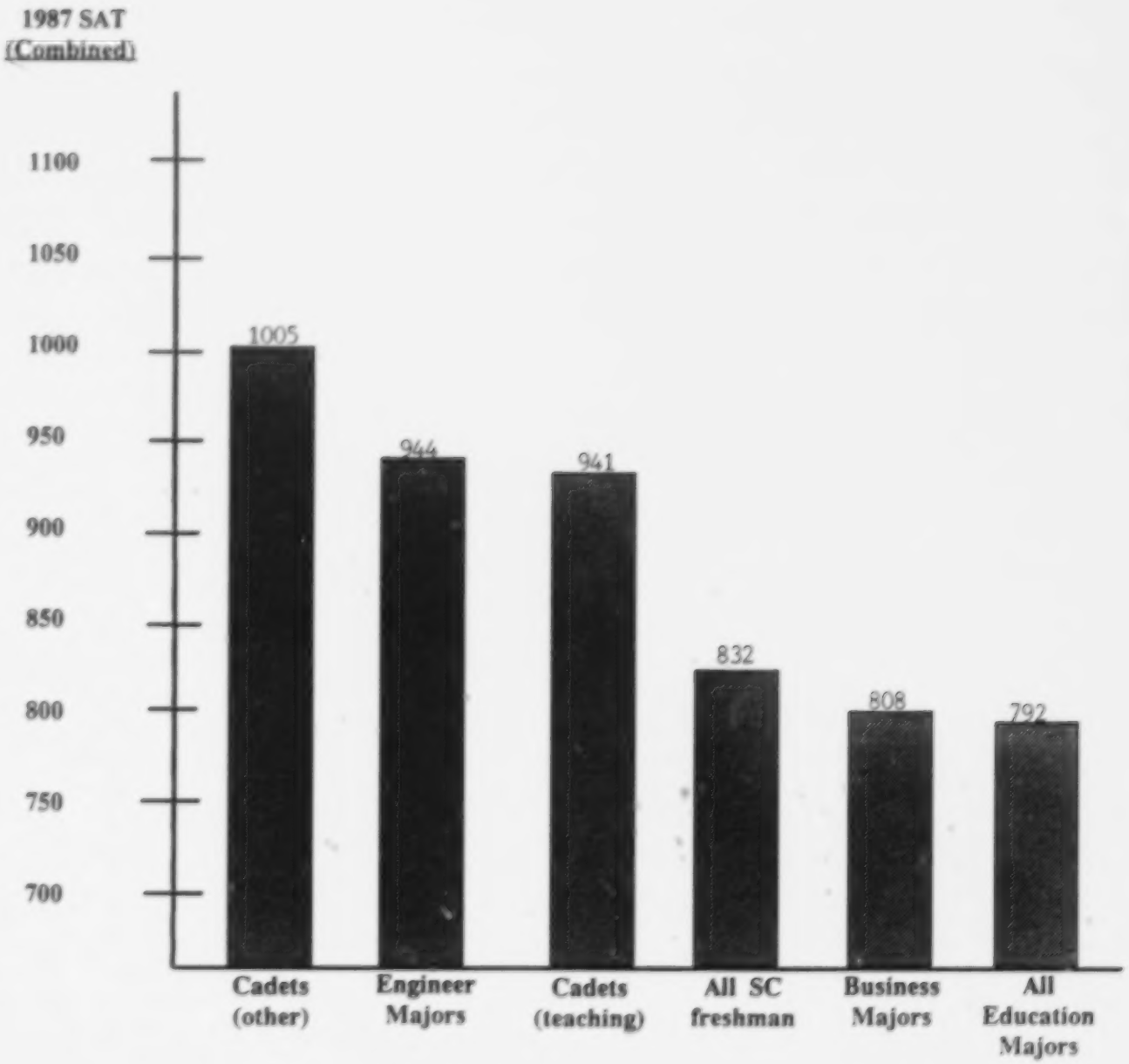
> *The shrinking pool of potential teachers is also lower in ability, as measured by standardized test scores of students planning to major in education...in 1973, education majors' verbal SAT scores were 6.1 percent below the national average and fell to 8.2 percent below the national average in 1981 (Applied Systems Institute 1984, p. 8).*

However, the Teacher Cadet Program may be making inroads into the problems of quality in the teacher workforce. On an average, the 1986-87 survey respondents were in the top 10 percent of their high school class and were B+ or better students. But, perhaps, most telling is their performance on the Scholastic Aptitude Test (SAT). The 1986-87 Cadets respondents averaged a combined score of 990 on their SAT (483 on the verbal portion, 507 on the math).

The report of SAT performance in Figure 1 compares the academic ability of Cadets who plan to pursue careers in teaching to Cadets who plan to pursue other careers and to other specified South Carolina "intended" college majors. The SAT performance of the Cadet group interested in teaching (x=941) is not quite as high the Cadets interested in other careers (x=1005), but strikingly higher than all South Carolina freshmen indicating education as a major (x=792). Indeed, the scores of this group of future teachers are higher than the scores of those who plan to major in business (x=808) and are virtually identical to the scores of those who plan to major in engineering (x=944). Clearly the 1986-87 Cadet class is representative of higher performing students who might be recruited into teaching.

Figure 1

ACADEMIC ABILITY * OF TEACHER CADETS WHO CHOOSE TEACHING AND OTHER 1987 SOUTH CAROLINA COLLEGE FRESHMEN



* As measured by the Scholastic Aptitude Tests (SAT)
Source: College Board (1987) and Berry, et. al. (1988)

A Brief Historical Perspective

> *Millions of young men and women have responded positively to the varied incentives--extrinsic, ancillary, and intrinsic to become teachers...Teaching has become a far more desirable occupation during the twentieth century (Sedlak and Schlossman, 1986).*

Michael Sedlak and Steven Schlossman are right. Over the course of the last 100 years, teacher salaries have increased steadily in purchasing power (except during time of World War I and the inflationary 1970s) and teachers have enjoyed far more freedom and autonomy. However...

The expansion of schools has led to a demand for teachers that cannot be met by relying solely on middle class females from small town backgrounds. In this era of expanded opportunities, talented women (and to some degree minorities) have been drawn away from the potential pool of teachers. As Sedlak and Schlossman (1986) emphasize, **"no single subject is more central to the history of the teaching profession than the changing role of women in American society" (p. 40).**

For generations, individuals have chosen to teach because the occupation provides: (1) upward mobility and job security for those whose alternatives may have been limited (Lortie, 1975), (2) a goodness-of-fit between job responsibilities and the time demands of motherhood (Berry, 1984), and (3) the opportunity to become a "missionary" to children and/or adolescents (Sedlak and Schlossman, 1986). In addition, those aspiring to teach have been much less concerned with earning a high income (Roberson, et al, 1983).

Sedlak and Schlossman (1986) assert that the disproportionately high percentage of women in the teaching force has affected the occupation's image, status, and desirability. Male school administrators (i.e., those male teachers who have climbed the traditional career ladder) have had a vested interest in nurturing a "pliable" and "deferential" workforce and in keeping salaries low. In the past, women teachers have made trade-offs so that they could "...integrate work, household, and childrearing responsibilities through intermittent employment" (p. 28).

Things have changed. Women in today's workforce want more salary and more authority (i.e., more professional control) and they experience fewer social pressures to fulfill their responsibility as "full-time mothers." As Sedlak and Schlossman claim, today's worker/mother is "less compelled to rush home at 3:00 pm because few other mothers are likely to be home to scorn her if she is not" (p. 40).

The educational reforms of the 1980's brought beginning teachers' salaries to the point of not being a disincentive for entry into the profession (Darling-Hammond and Berry, 1988). However, mid-career salaries are still woefully low and poor working conditions (large caseloads of diverse students with complex behavior, social, and learning problems, burdensome paperwork, and administrative edicts which limit professional judgment) abound (Ginsberg, et al, 1987). Indeed, these poor working conditions frustrate teachers to the point that they actively discourage their own students from becoming teachers. That is, today's teachers have become "negative recruiters" for the profession (Berry, 1984). The upshot is a teacher shortage which many are predicting to reach crisis proportions by the 21st century (Darling-Hammond, 1984; Wise, Darling-Hammond & Berry, 1987).

What follows is a summary of our findings--descriptions and analyses of what a sample of today's college freshman and high school seniors consider important for their prospective careers. First, we will review the overall expectations, attitudes, and beliefs of today's students, and then, discern differences among them depending on their gender, race, Cadet status, and whether or not they intend to teach. Next, we will review the specific effects that the Teacher Cadet Program appears to be having as these students decide to become journalists, computer analysts, physicians, lawyers, businessmen (and women), and even, teachers. Finally, we will summarize our findings and, then, offer specific recommendations for program improvement as well as general recommendations for the recruitment of tomorrow's teachers.

TO TEACH OR NOT TO TEACH-- THAT IS THE QUESTION

Today's Students: Their Career Goals and Teaching

The 708 surveys of high school and college students assessed their attitudes toward teaching as a career and the type of career they would desire. Ten career attributes were included on the survey form, including: (1) job security, (2) the ability to think and be creative, (3) flexibility of time, (4) opportunities for advancement, (5) opportunities to help people, (6) having independence on the job, (7) having respect in the community, (8) receiving a high salary, (9) having power and authority, and (10) working with children. For nine of the attributes, excluding working with children, students were asked to indicate the extent to which they agreed that each attribute described the career of teaching. For all ten attributes, students were asked to indicate the extent to which each was important to them as they chose a career. Summaries of the students' responses are displayed in Figures 2 and 3. (See Appendix C for mean scores for "career" and "teaching" survey items.)

How do high school and college students perceive teaching as a career? The answer to this question seems to be "quite realistically." On the positive side, teachers are seen as people who are able to help others and who can think and be creative on the job. On the negative side, teachers are seen as people who do not receive high salaries and who have little flexibility in terms of their use of time. The remaining career attributes (job security, opportunities for advancement, independence on the job, respect in the community, and power and authority) lie somewhere between these two extremes.

Figure 2

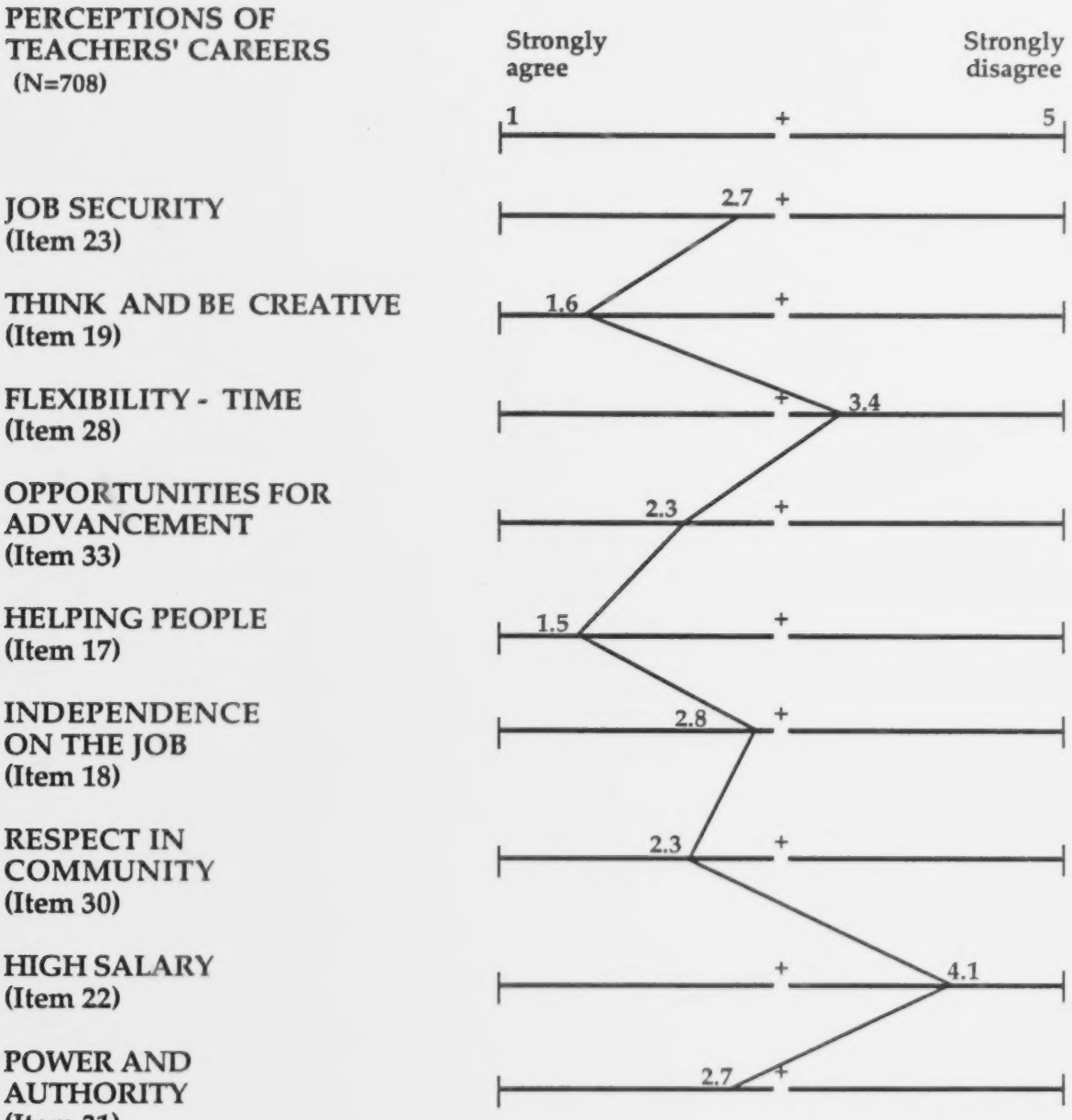
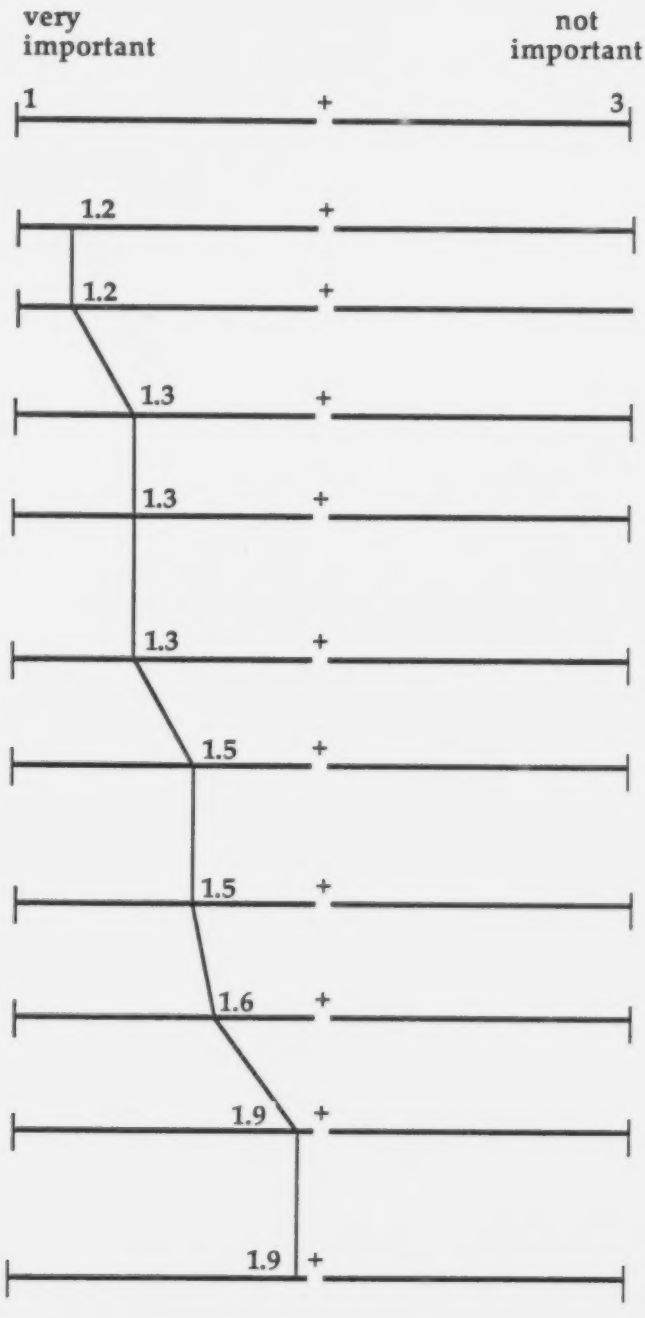

PERCEPTIONS OF TEACHERS' CAREERS (N=708)
Strongly agree
Strongly disagree
1
5
JOB SECURITY (Item 23)
2.7
THINK AND BE CREATIVE (Item 19)
1.6
FLEXIBILITY - TIME (Item 28)
3.4
OPPORTUNITIES FOR ADVANCEMENT (Item 33)
2.3
HELPING PEOPLE (Item 17)
1.5
INDEPENDENCE ON THE JOB (Item 18)
2.8
RESPECT IN COMMUNITY (Item 30)
2.3
HIGH SALARY (Item 22)
4.1
POWER AND AUTHORITY (Item 31)
2.7
WORKING WITH CHILDREN (N/A)

Figure 3

CAREER GOALS OF SURVEY RESPONDENTS (N=708)



What do high school and college students see as important in their choices of careers? They want careers that provide job security, yet at the same time allow them to think and be creative. They care least about power and authority, high salaries, and working with children. Once again, the remaining career attributes (flexibility of time, opportunities for advancement, helping people, independence on the job, and respect in the community) lie somewhere in between.

There is a small, but nonsignificant, relationship between career characteristics that students ascribe to teachers and the goals they desire for themselves (rho =0.47, $p < 0.05$). **Interestingly, the major deviations between what students want in a career and what they believe teachers have are not in: (1) the salaries received; (2) the opportunities to think and be creative; (3) the opportunities for advancement; or (4) the amount of independence on the job. Rather, the major discrepancies are that students: (1) desire more job security than they believe teaching provides; (2) desire more flexibility in terms of their time than they believe teaching provides; (3) are less interested in helping people than they believe teaching requires (including, in all likelihood, helping children); and, (4) are less interested in having the respect in the community than they believe teachers receive.**

While the survey data reveal little discrepancy between the students' perceptions of teacher authority (or independence) and the authority they aspire to have in their own careers, the interview data suggest that many students have cautious concerns about where teachers stand in the school decision making hierarchy. These concerns come primarily from those who–over the last decade–have been the least likely to become teachers –blacks and males. As Paula, a black, female honors student who is majoring in computer science, noted:

> *Teachers are treated like students--nobody listens to them. Their own opinions do not carry much weight in terms of how things are run inside....(Teachers) have little flexibility and they have to do what the administrators say....Even if salaries get better, I would not want to go into teaching because they do not get to make the important decisions they should.*

Bob, a white male who is majoring in pre-law and has a penchant for business, echoes many of Paula's concerns:

> *Teachers have to teach from regulated texts....The administration seems to have the upper hand when it comes to most matters....teachers just do not seem to have much influence. I hear teachers bickering about the way principals do things.*

These "bright" students believe that teachers' lack of authority impedes their ability to be creative in the classroom. In fact, as George (a black male who intends to major in computer programming) claims, because "teaching is managed by people who are unaware" of what goes on in classrooms, "outlets for creativity" in teaching are severely limited. Although teaching is generally perceived as a career whereby "every day is new and exciting," today's students--especially Cadets--are acutely aware of the mundane exigencies of teaching: responding to administrative edicts; working through "stacks" of paperwork; and disciplining apathetic and unruly students. All of these prevailing problems are apparent to today's prospective teachers. They know that the "rewards" of teaching children can be easily countermanded or rescinded.

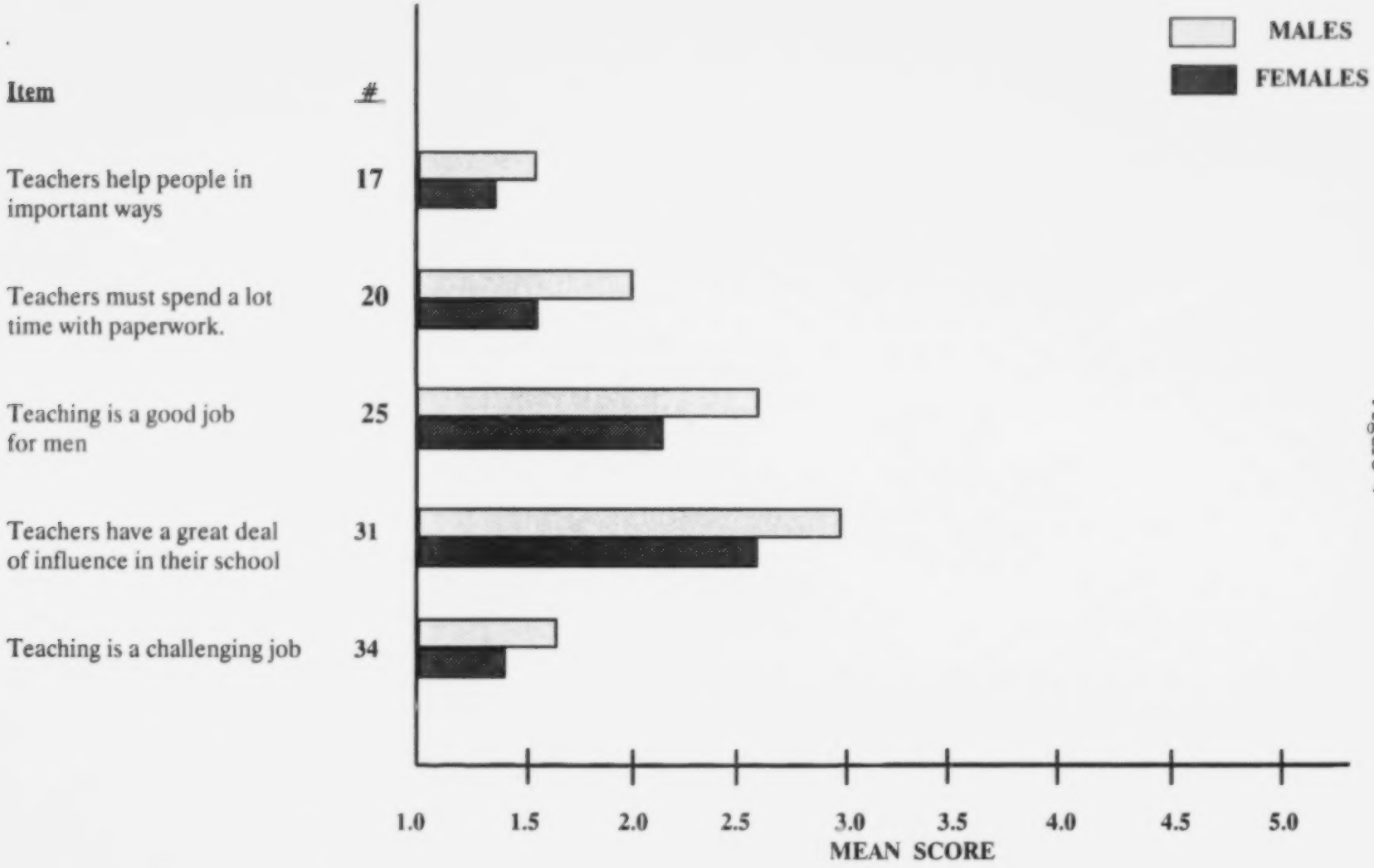
Males and Females

As one might expect, the Cadet program attracts a disproportionate share of female students. Of our 1986-87 Cadet survey respondents (n=160), 79 percent are female. In addition, of our 1987-88 high school survey respondents (n=114), 75 percent are female. This is not surprising, given that 80 percent of all the teachers in the Southeast are female.

Our statistical analyses indicate that on several survey items 1986-87 male Cadets (n=33) and female Cadets (n=127) differ significantly on questions related to teaching and career goals. These differences indicate that, in some respects, females possess auspicious aptitudes and attitudes for choosing teaching as a career. Males appear to be more egocentric and less altruistic. We imagine that this should not be a surprise to anyone.

On the one hand, females (much more than males) believe that: (1) teachers help people in important ways, (2) teachers must spend a lot of time with paperwork, (3) teachers have a great deal of influence in their school, and (4) teaching is a challenging job (see Figure 4). Similarly, females (much more than males) want in their careers to: (1) help people, (2) have frequent contact with people, (3) have job security, (4) have time for family, and perhaps most importantly, (5) work with children or teenagers (see Figure 5). Perhaps, this is why 94 percent of the 1986-87 Cadets, who indicated they will enter teaching, are female.

SURVEY ITEMS ABOUT "TEACHING" ON WHICH 1986-87 CADETS DIFFER BASED ON GENDER*

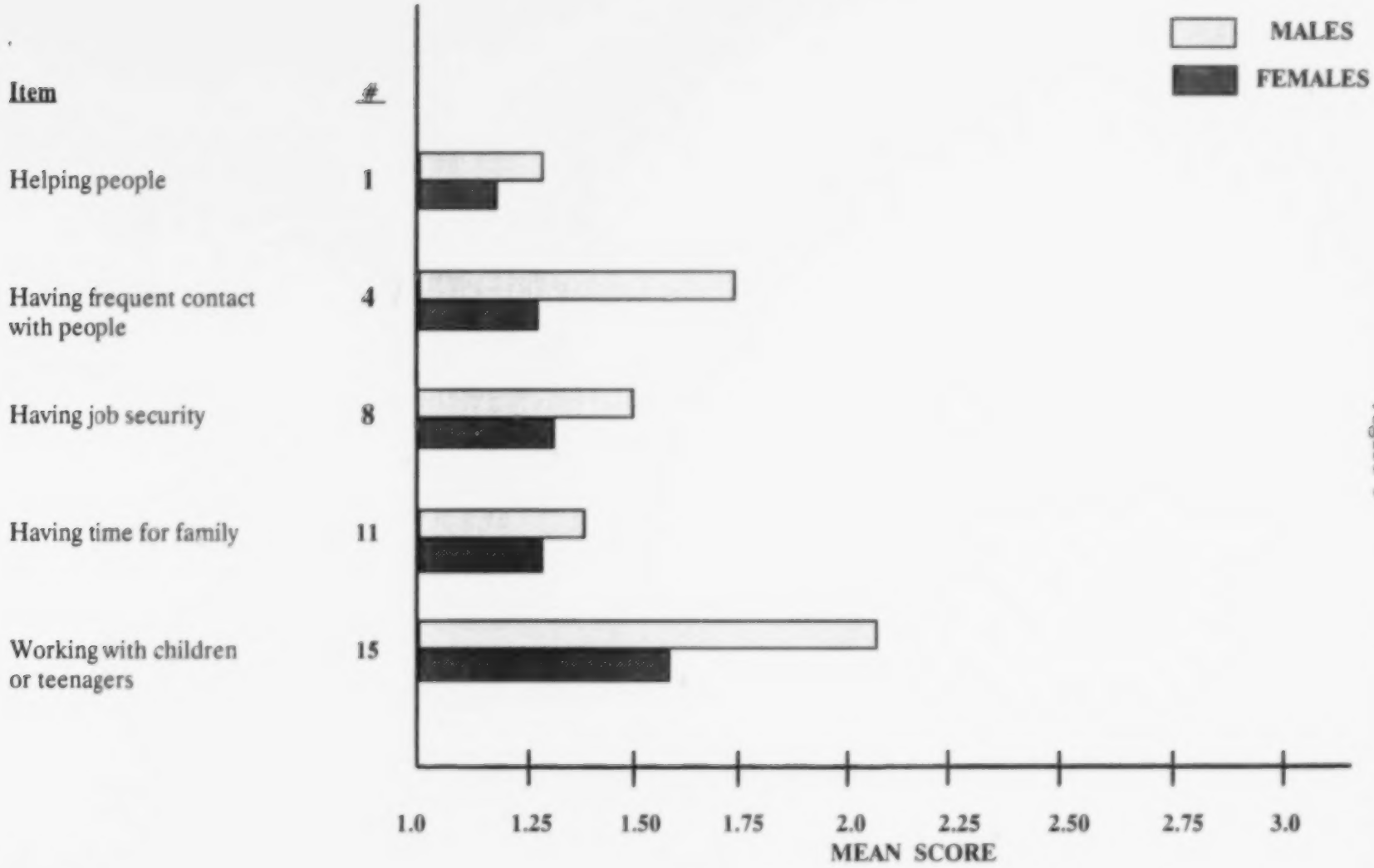


(1) STRONGLY AGREE (2) AGREE (3) UNDECIDED (4) DISAGREE (5) STRONGLY DISAGREE

* DIFFERENCES ARE AT LEAST THE .05 (ALPHA) LEVEL OF SIGNIFICANCE

Figure 4

SURVEY ITEMS ABOUT "CAREER GOALS" ON WHICH 1986-87 CADETS DIFFER BASED ON GENDER*



* DIFFERENCES ARE AT LEAST THE .05 (ALPHA) LEVEL OF SIGNIFICANCE

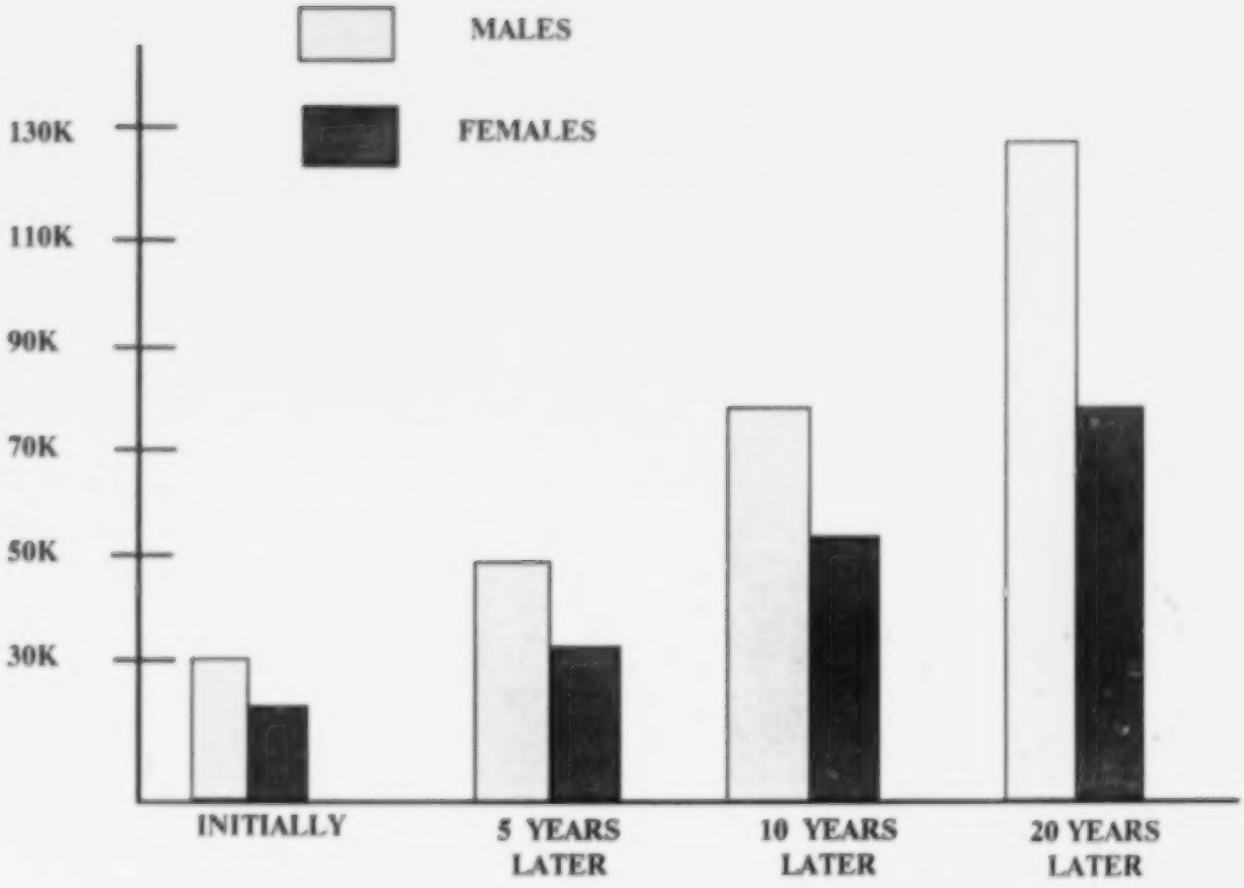
Figure 5

Some of the high school survey data reveal a similar pattern. For example, females (n=245) in our high school Non-Cadet sample (much more than males [n=182]) want in their careers: (1) to help people, (2) have frequent contact with people, (3) work with children or teenagers, and (4) to be challenged. In addition, females in our high school Non-Cadet sample (much more than males) believe that: (1) teachers help people in important ways, (2) teaching requires one to think and be creative, (3) teachers have a special mission in our society, and (4) teachers have the opportunity to advance. Females (n=83) in our high school Cadet sample (much more than males [n=29]) are interested in helping people in their careers and believe that teachers are independent on the job (See Appendix D). What is most clear about these disaggregations of data are that male and female Cadets are more alike in their attitudes toward careers and teaching than male and female Non-Cadets.

Yet, there are dramatic difference between males and females when it comes to their own salary expectations. In examining the entire survey response set (n=708), we found that males expect to earn on the average $30,516 in their initial year of work and $127,290 after 20 years in the workforce. On the other hand, females expect to earn on the average $24,398 in their initial year of work and $78,757 after 20 years in the workforce (see Figure 6). Importantly, when compared to males, initial female salary expectations are more in line with their perceptions of what teachers earn.

Figure 6

SALARY EXPECTATIONS OF MALES AND FEMALES*



* INCLUDES TOTAL SURVEY SAMPLE SET OF BOTH COLLEGE AND HIGH SCHOOL STUDENTS (N = 708).

Still, salary increases alone will not necessarily encourage more males to consider teaching. Consider the descriptions of teachers and teaching offered by the following male Cadets (who are opting for other careers):

- *"Teaching is an around the clock job, which you are not recognized for...student discipline is disheartening"* [a prospective businessman].
- *"Teachers earn low salaries, yet, what I think about are the disobedient students"* [a prospective lawyer].
- *"Sure teachers are underpaid, but they have real bad working conditions, especially hassles from the administration...(To get me to teach) you would have to double the salaries and dramatically improve the working conditions"* [a pre-medicine or prospective engineering major].
- *"Money (in teaching) is a problem, but money is not everything...I want to go into a career where I am challenged and I have the opportunity to solve problems. Teaching is a challenge and it is very important, but as teacher, it is just not easy to succeed"* [a prospective engineer].

Blacks and Whites

The problems of attracting minorities into teaching have been well documented (Darling-Hammond, 1984; Rodman, 1988). As many school districts face dramatic increases in their minority student enrollments, the search for black and Hispanic teachers requires herculean efforts. Unfortunately, many school districts' efforts are in vain as the pool of prospective minority teacher has all but dried up. For most school district officials across the nation, "the situation has reached crisis proportions" (Rodman, 1988, p. 13). For these local officials, the incredibly small pool of prospective minority teachers make targeted recruiting cost-ineffective; and there are many unanswered legal questions involved in providing special incentives to minority recruits. Thus, the only solution, for many is to begin "growing their own;" i.e., a district must develop its own future pool of minority applicants from a special cadre of minority public school students.

Of our 1986-87 Cadet respondents (n=160), 28 (or 18%) are black. Of this small pool of minority Cadets, approximately 33 percent of these students (n=9) have indicated they will enter teaching. All of these "high achieving" black students who intend to teach are female. Of our 1987-88 high school respondents (n=548), 132 (or 24%) are black. Of this small pool of minority high school seniors, approximately 12 percent (n=16) have indicated they will enter teaching. All but two of these black students are female. Eleven are enrolled in a 1987-88 Cadet class.

Although these numbers indicate that the TCP is attracting relative "large" numbers of black females, the numbers are not good enough. Minorities comprise 45 percent of all South Carolina public school students, while only 21 percent of all South Carolina public school teachers are minorities. But, perhaps, the most telling statistic is that over the last decade, the pool of minority teachers in South Carolina has dropped seven (7) percent.[3]

Our statistical analyses of both the 1986-87 Cadet and 1987-88 high school surveys indicate that blacks and whites differ significantly on several questions related to teaching and career goals. In some cases, these differences indicate that blacks may be more likely to enter teaching; in other cases, these differences seem to suggest they are less likely to enter teaching.

Our study of 1986-87 Cadets reveal that blacks (much more than whites) believe that teachers do not have flexible work schedules, yet they do have opportunities to advance in education. On the other hand, black Cadets, in their careers, are less likely to want frequent contact with people and more likely to want to advance. While these differences may not seem profound, our study of 1987-88 high school students reveal far more variation between black and white students--especially among the Non-Cadets.

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[3]*Source: South Carolina State Department of Education, 1988.*

For example, our analysis of 1987-88 Non-Cadet high school student responses reveal that blacks (much more than whites) believe that: (1) teachers have a lot of independence, (2) teachers have a lot of job security, (3) teachers have a great deal of influence in their school, (4) teachers have opportunities to advance, and (5) teaching is a challenging job (see Appendix E). In addition, Non-Cadet black high school students (much more than their white counterparts) want in their careers to: (1) help people and (2) be challenged. We find that, among the 1987-88 Cadets, black and white students have more similar attitudes toward teaching and their own careers. However, there are a few differences among these Cadets. For example, blacks (much more than whites) believe that teachers have a lot influence in their school, but they do not have job security. In the terms of their career goals, high school black Cadets (much more than their white counterparts) want job security and opportunities to advance (see Appendix E). Therefore, we ask, *"Why are there not more blacks choosing to teach?"*

The interview data provide some answers, suggesting that, for many talented minority students–especially males–teaching cannot push them high enough up the social and economic status ladder. For many, their parents, uncles, and aunts could only choose teaching or "preaching" if they were to be "professionals." And thus, parents, uncles, and aunts–many of whom are today's few minority educators–beseech their next generation not to be teachers. Without question, we need to do a better job of encouraging our minority students to become teachers.

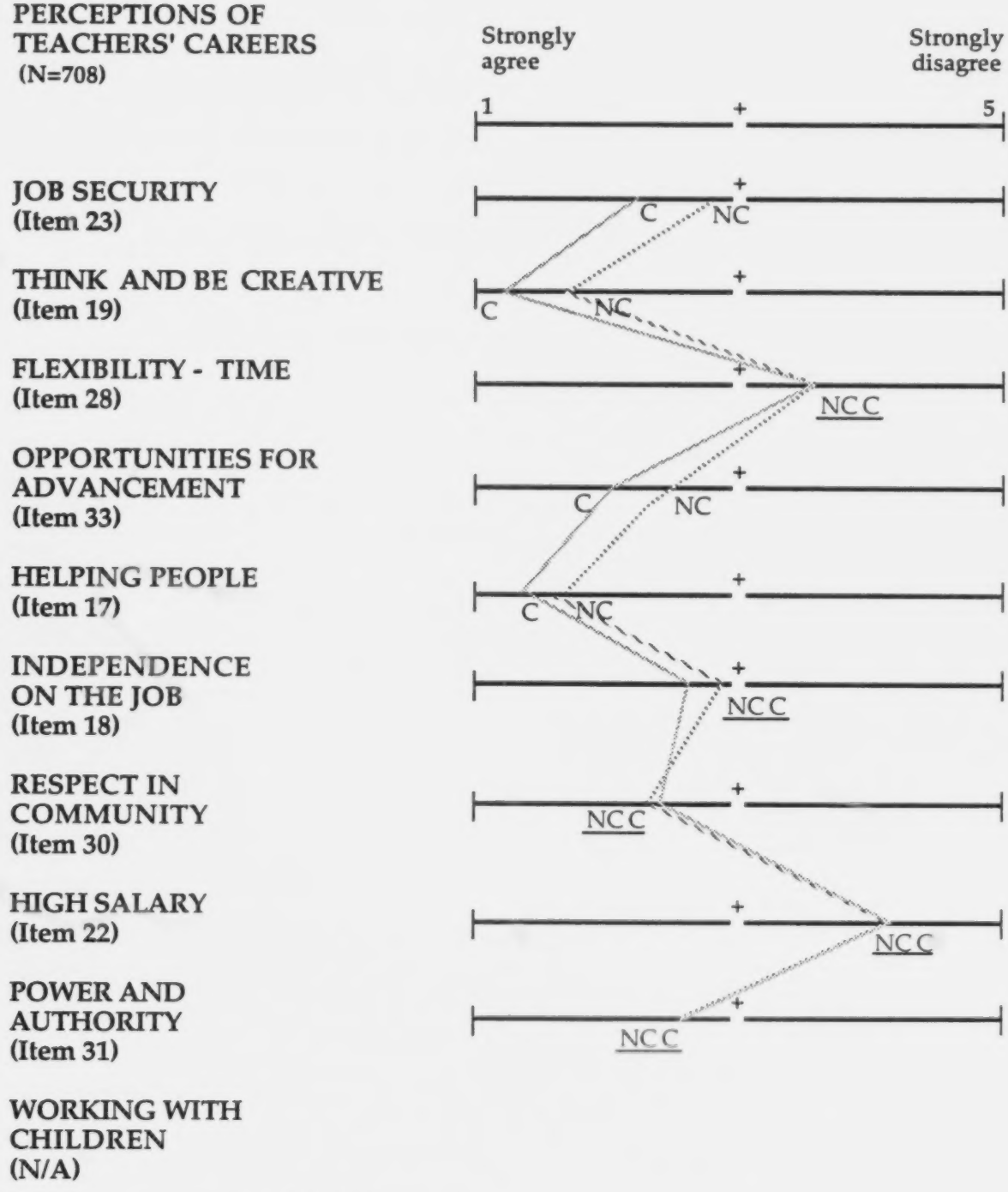
Cadets and Non-Cadets

Teacher Cadets (both 1986-87 and 1987-88) and high school students who have not participated in the TCP differ in their views of teaching as a career (see Figure 7). Specifically, Teacher Cadets are more likely to agree that teachers have job security, are able to think and be creative, have opportunities for advancement, and are able to help people. On all other career attributes, these two groups of students do not differ in their perceptions. Stated simply, then, students who have participated in the Teacher Cadet Program, as opposed to those who have not, view teaching in a more positive light.

Teacher Cadets and Non-Cadets also differ in their own career aspirations (see Figure 8). The Cadets are somewhat less concerned with job security, opportunities for advancement, independence on the job, and power and authority. In contrast, the Cadets are somewhat more concerned with helping other people and, specifically, working with children.

Interestingly, Cadets and non-Cadets are equally concerned that their careers provide opportunities: (1) to think and be creative, (2) to receive respect in their community, and (3) for flexible use of their time.

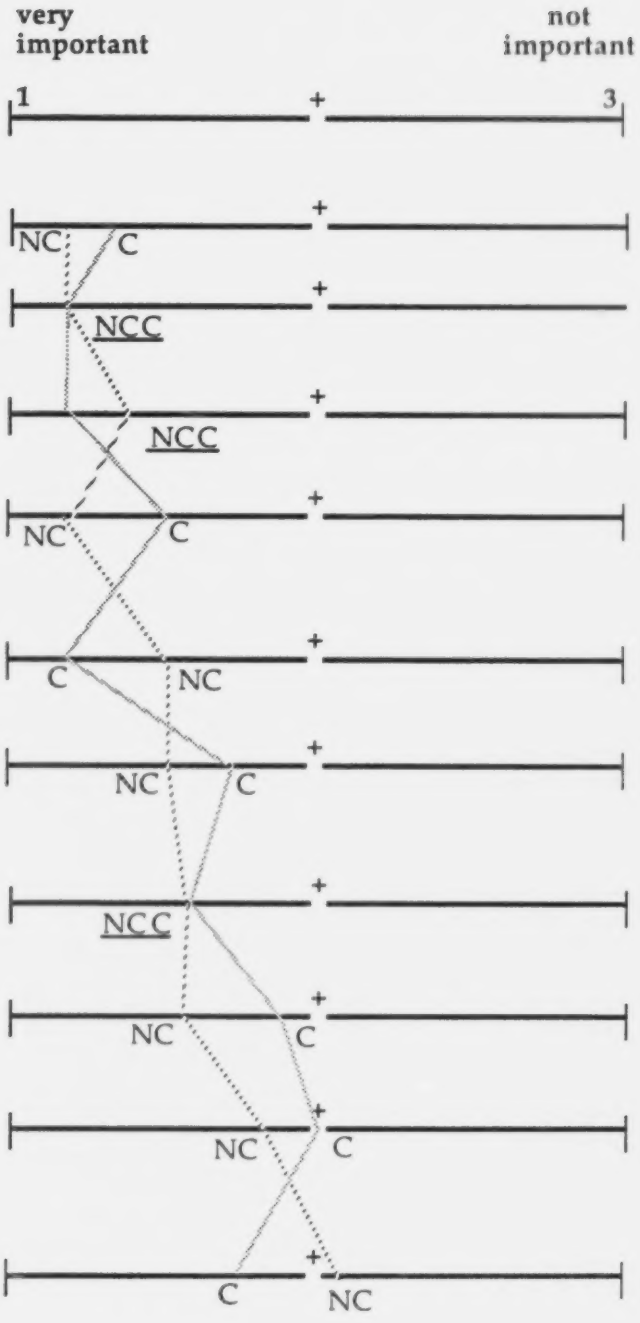
Figure 7



C = Cadets (N=274)
NC = Non Cadets (N=434)
NCC= indicates nonsignificant differences (alpha = .05) between Cadet and Non Cadet responses

Figure 8

CAREER GOALS OF SURVEY RESPONDENTS (N=708)



C = Cadets (N=274)
NC = Non Cadets (N=434)
NCC= indicates nonsignificant differences (alpha = .05) between Cadet and Non Cadet responses

However, when it comes to the career expectation of "making a high salary," there are distinct differences among Cadets and Non-Cadets. In fact, Non-Cadet high school students are more concerned about "making a high salary" (x=1.470) than both high school Cadets (x=1.732), and the Cadets who are now in college (x=2.006).[4]

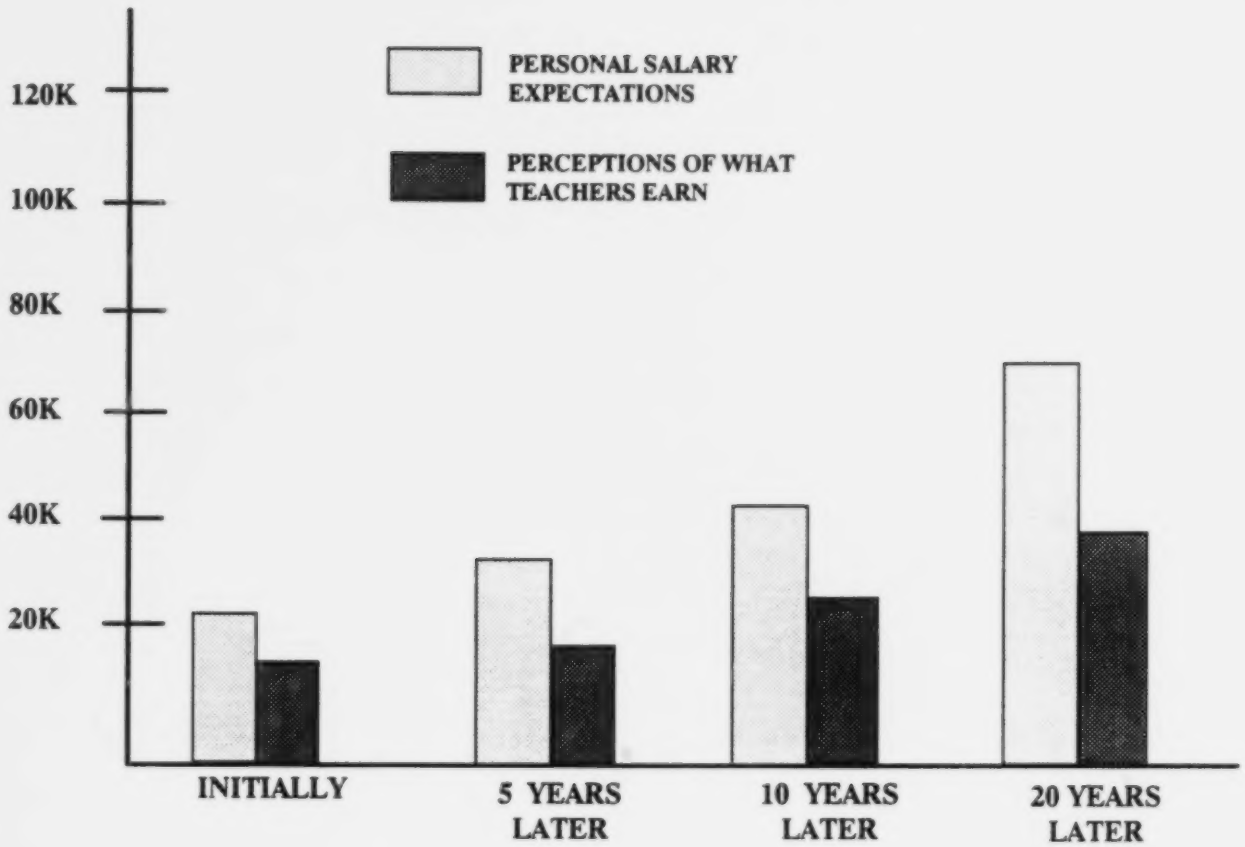
The teacher salary estimates provided by both the Cadets and the Non-Cadets are virtually identical, with each noting that teachers earn approximately $17,000 initially and $29,000 twenty years later. On the other hand, as Figures 9 and 10 show, large differences between Cadets and Non-Cadets existed in terms of the salaries they expected to receive over the next two decades. In fact, the salary differential between Cadets and Non-Cadets increased from about $5,000 after one year to over $40,000 annually after 20 years. Thus, although Cadets and Non-Cadets are equally concerned about salaries, the Non-Cadets expect to receive far higher salaries over a 20 year period than do Cadets. Consequently, for Cadets, (as displayed in Figures 9 and 10), there is a much closer match between their personal salary expectations and their perceptions of what teachers earn.

---

[4]*Appendix C displays the mean score for item #7, "In my career, I want to make a high salary." Appendix C also displays the mean scores for "career" and "teaching" survey items (#s 1-34) by (1) 1986-87 Cadets, (2) High School Senior Cadets, and (3) High School Senior Non-Cadets.*

Figure 9

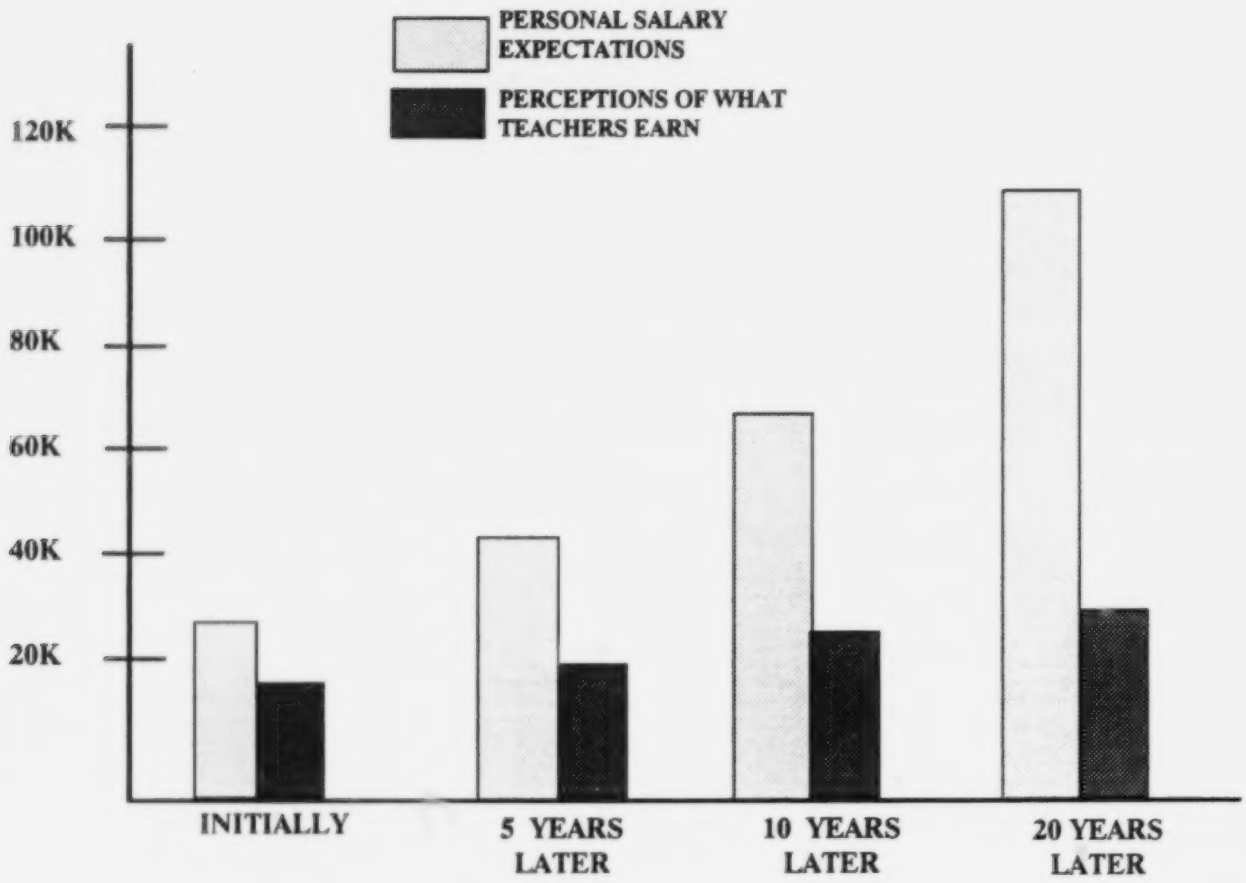
TEACHER CADET* SALARY EXPECTATIONS AND THEIR PERCEPTIONS OF WHAT TEACHERS EARN



* INCLUDES BOTH 1986-87 CADETS NOW IN COLLEGE (N = 160) AND A SAMPLE OF 1987-88 CADETS (N = 114)

Figure 10

NON-CADET* SALARY EXPECTATIONS AND THEIR PERCEPTIONS OF WHAT TEACHERS EARN



* INCLUDES TOTAL SURVEY SAMPLE SET (N = 434) OF 1987-88 HIGH SCHOOL STUDENTS WHO WERE NOT ENROLLED IN A TEACHER CADET CLASS.

Those "Intending" and "Not Intending" to Become Teachers

Not all students who enroll in the TCP intend to teach. However, some students not enrolled in a TCP class have indicated their intention to teach. In this section, responses of all students intending to become teachers (n=126) are compared with those who have no intention to teach (n=582).

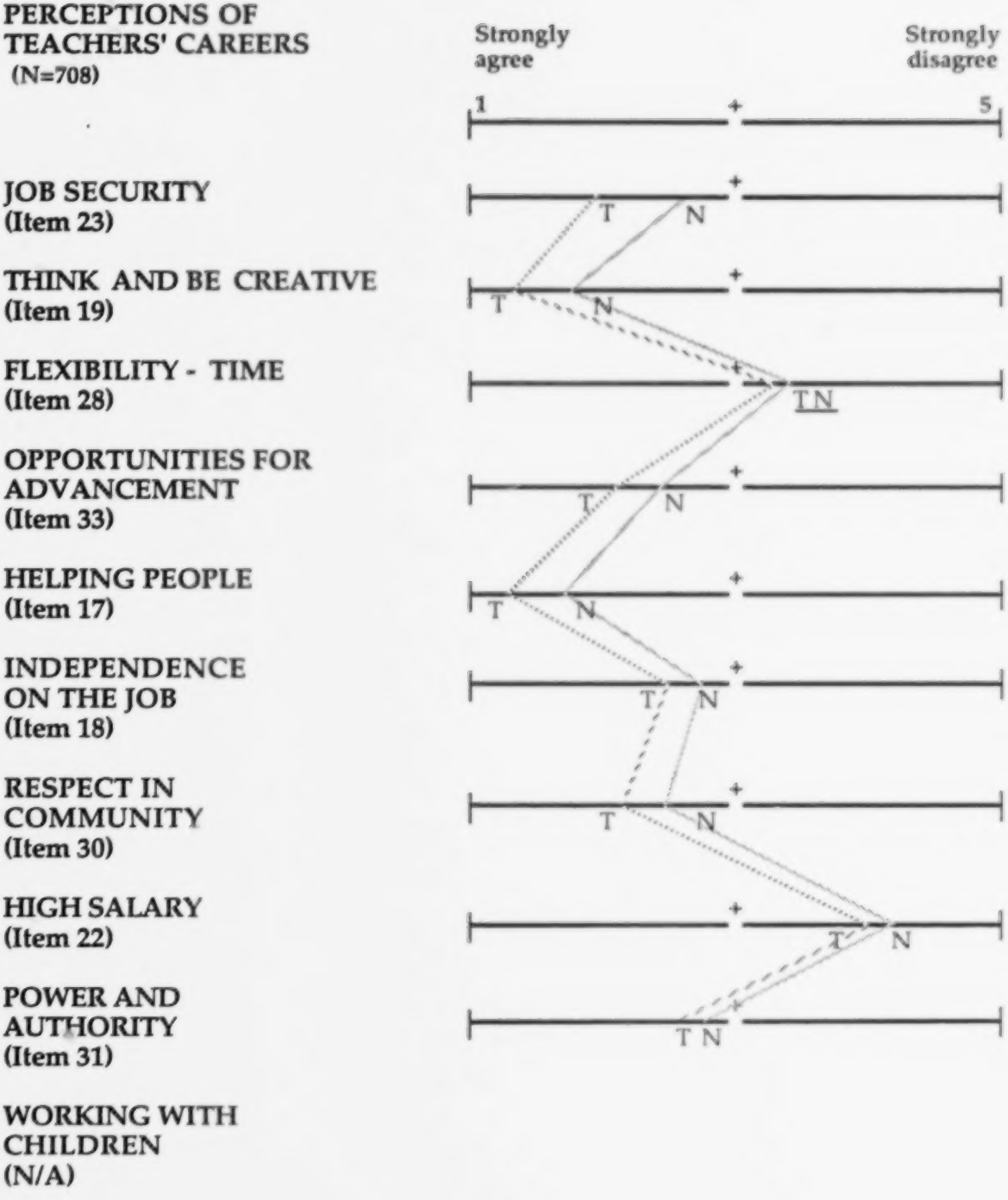
Those "intending to teach" differ from those "not intending to teach" in their perception of teaching as a career on all attributes except one. The exception is their desire for flexibility in their use of time (see figure 11). More of those students intending to teach perceive teaching as a career:

- providing job security,
- allowing for creative thinking,
- providing opportunities for advancement and helping others,
- allowing independence on the job,
- leading to respect in the community,
- receiving somewhat higher, although generally inadequate salaries, and
- providing opportunities for power and authority.

Thus, not surprisingly, those students intending to pursue a career in teaching have more positive perceptions of teaching as a career than those who have no intention to teach.

Those intending to teach also differ from other students in terms of their own career goals (see figure 12). More of those students intending to teach desire careers that provide (1) more flexibility in use of time, (2) greater opportunity for helping people, and (3) greater opportunities for working with children. The difference on this last attribute, working with children, is particularly large.

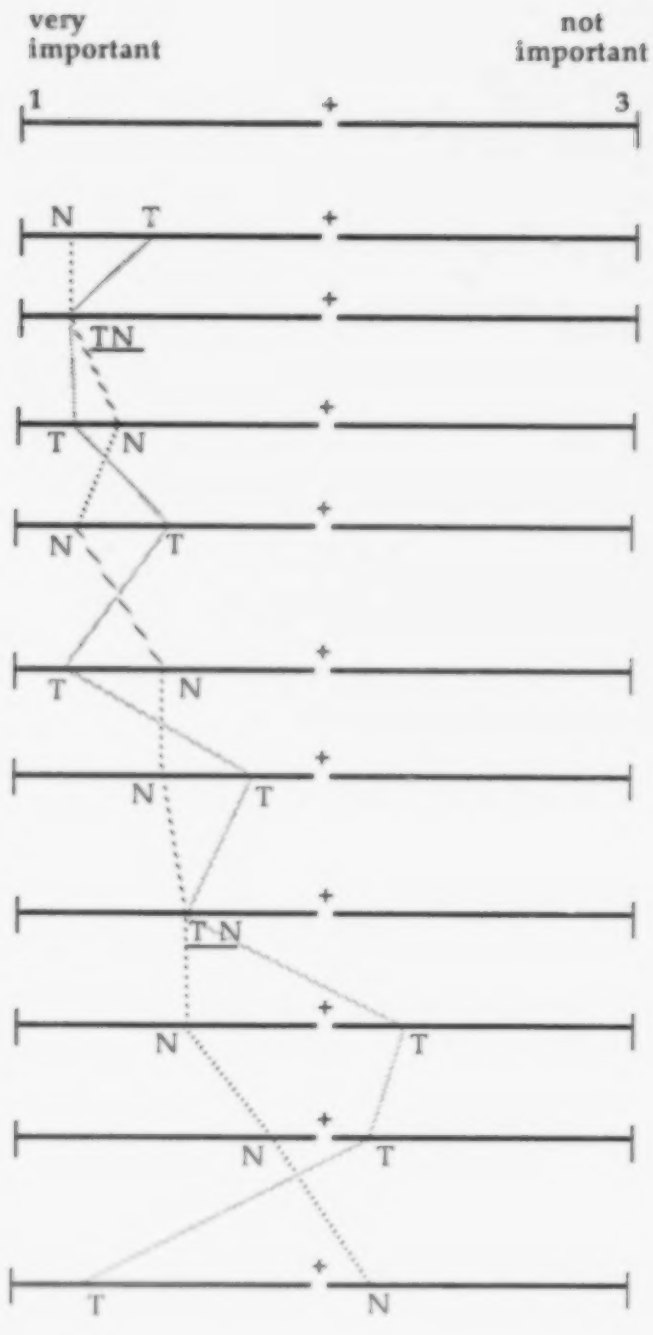
Figure 11



T = Teachers (N=126)
N = Non Teachers (N=582)
TN = indicates nonsignificant differences (alpha = .05) between Teachers and Non Teachers responses

Figure 12

CAREER GOALS OF SURVEY RESPONDENTS (N=708)



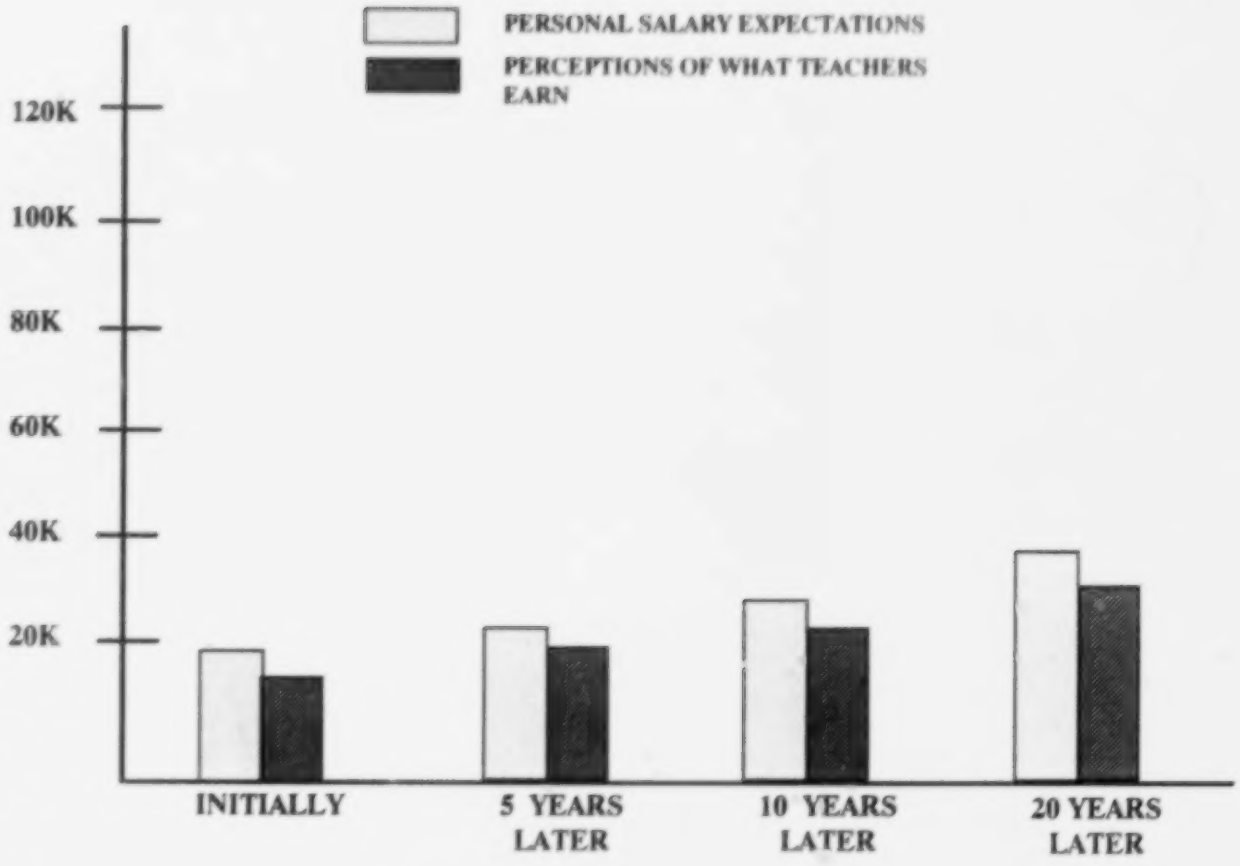
T = Teachers (N=126)
N = Non Teachers (N=582)
TN = indicates nonsignificant differences (alpha = .05) between Teachers and Non Teachers responses

In contrast, more of those students not intending to teach desire careers that provided (1) greater job security, (2) opportunities for advancement, (3) independence on the job, (4) higher salaries, and (5) power and authority.

Much like the Cadets and Non-Cadets, these two groups do not differ in their estimates of teachers' salaries over the course of their careers. Those who intend to teach believe that teachers earn $17,925 initially and $30,081 twenty years later. Those who do not intend to teach believe that teachers earn $17,045 initially and $29,427 twenty years later. On the other hand, they do differ greatly in the estimates of their own salaries over this time period (see Figures 13 and 14). In fact, the differences are almost beyond belief. Those intending to teach suggest their salaries will increase from slightly under $20,000 to about $35,000 over a twenty year span. In contrast, those not intending to teach suggest their salaries will increase from just under $30,000 to over $112,000 during the same time period. Whether these discrepancies reflect a certain realism on the part of prospective teachers or a "the sky's the limit" view on the part of those students not intending to teach remains to be seen.

Figure 13

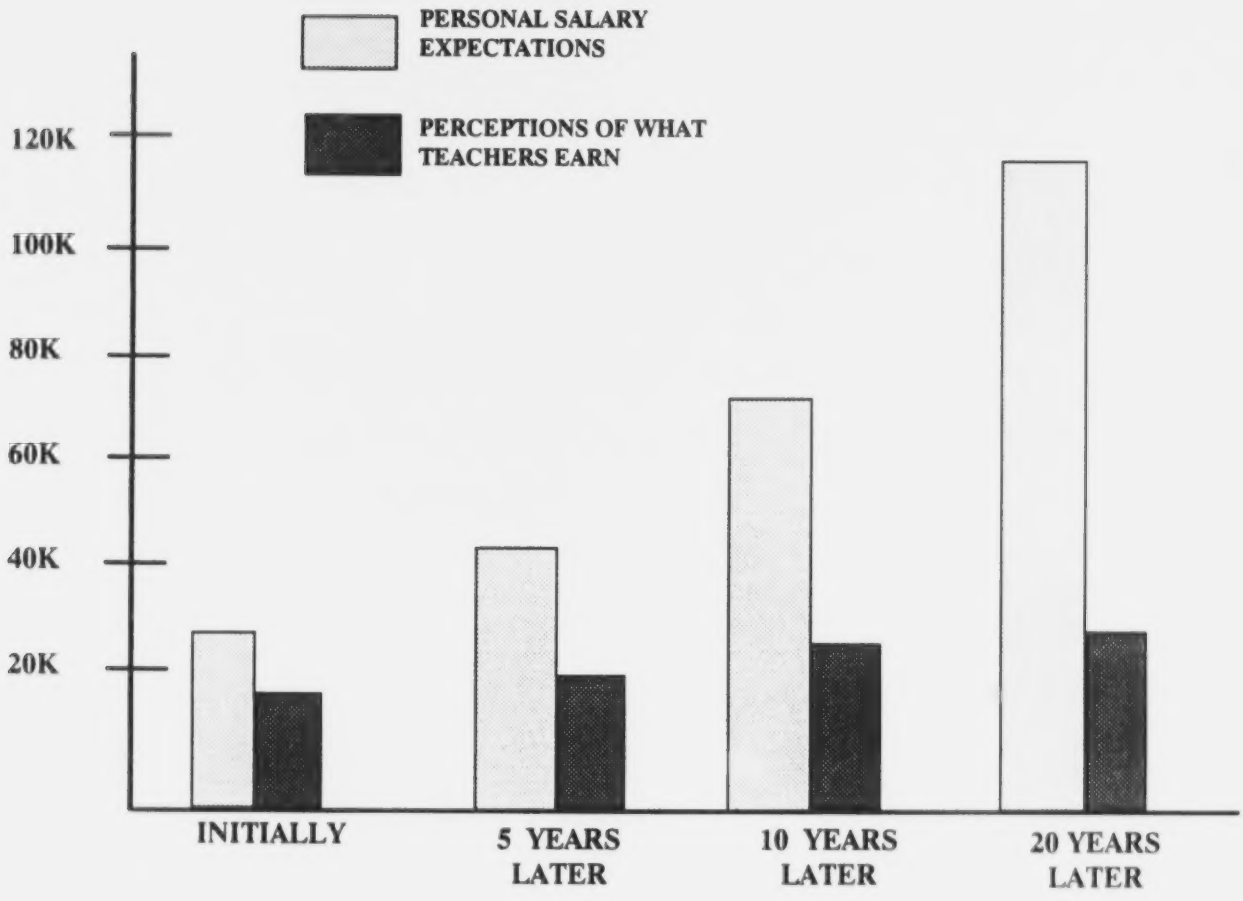
SALARY EXPECTATIIONS OF "PROSPECTIVE TEACHERS"* AND THEIR PERCEPTIONS OF WHAT TEACHERS EARN



* INCLUDES TOTAL SURVEY SAMPLE SET (N = 126) OF BOTH COLLEGE AND HIGH SCHOOL STUDENTS WHO INDICATED A PREFERENCE FOR TEACHING

Figure 14

SALARY EXPECTATIONS OF "OTHER CAREER" STUDENTS* AND THEIR PERCEPTIONS OF WHAT TEACHERS EARN



* INCLUDES TOTAL SURVEY SAMPLE SET (N = 582) OF BOTH COLLEGE AND HIGH SCHOOL STUDENTS WHO INDICATED A PREFERENCE FOR OTHER CAREERS

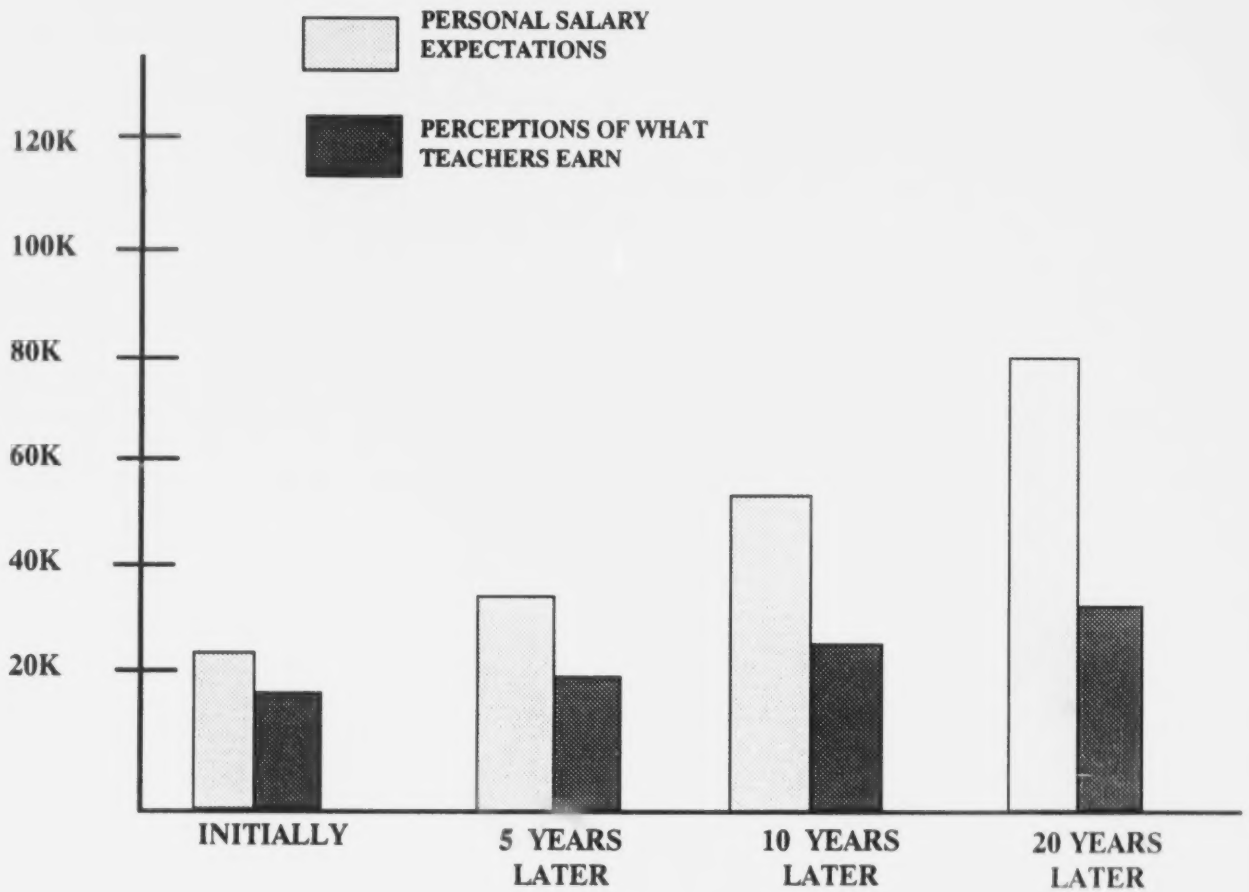
1986-87 Cadets Who Will Teach and Those Who Will Not

Part of our analysis has been to compare the career expectations and attitudes of those 1986-87 Cadets who have indicated a primary interest in teaching (n=70) and those who have indicated a primary interest in other careers (n=90). Cadets who have indicated a primary interest in other careers place much more importance on (1) making a high salary, (2) having opportunities to advance, and (3) being independent on the job. On the other hand, Cadets who have indicated a primary interest in teaching place much more importance on (1) helping people, (2) working with children or teenagers, and (3) having a job which allows them more time with their families (see Appendix F for more details as well as differences in mean scores between these two groups of 1986-87 Cadets).

Perhaps, most strikingly (again) is the differences in the Cadets' personal salary expectations and their perceptions of what teachers earn. As displayed in Figure 15, those Cadets who have indicated a primary interest in "other careers" expect to earn on the average $23,621 in their initial year of work and $78,798 after 20 years in the workforce. These same "other career" Cadets believe that teachers earn $15,795 in their initial year of work and $27,116 after 20 years of teaching. On the other hand, as displayed in Figure 16, those Cadets who have indicated a primary interest in "teaching" expect to earn on the average $18,583 in their initial year of work and $33,290 after 20 years in the workforce. These same "teaching" Cadets believe that teachers earn $16,950 in their initial year of work and $29,113 after 20 years of teaching. Cadets who intend to teach have reconciled "the fact" that they will not earn much money as teachers, noting that they will rely on the intrinsic rewards of teaching to spur them on.

Figure 15

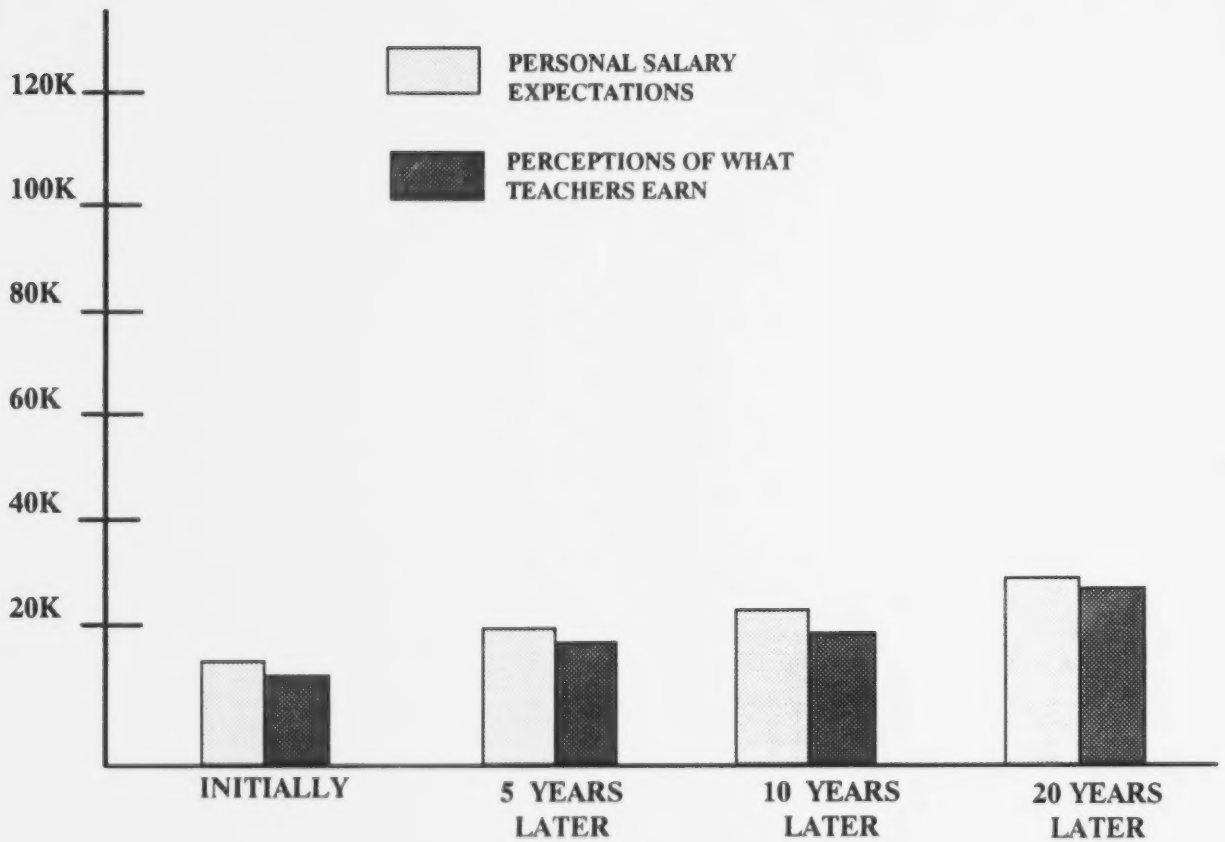
SALARY EXPECTATIONS OF TEACHER CADETS INTERESTED IN OTHER CAREERS AND THEIR PERCEPTIONS OF WHAT TEACHERS EARN



* INCLUDES SAMPLE SURVEY SET (N=90) OF 1986-87 CADETS ONLY.

Figure 16

SALARY EXPECTATIONS OF TEACHER CADETS INTERESTED IN TEACHING AND THEIR PERCEPTIONS OF WHAT TEACHERS EARN



* INCLUDES SAMPLE SURVEY (N = 70) OF 1986-87 CADETS ONLY

As Anna, a 1986-87 Cadet asserted:

> *I want to be a teacher. I know I'm not going to make a lot of money, because teachers don't make tons of money, but I think I'd really enjoy my career as a teacher....I like little kids, and I'm real patient with them. And when we were there (Cadets visiting classrooms) the kids got real excited. I think it would be a lot of work preparing the classes, and making little things for your classroom, and talking to parents....But, I feel I am ready for (teaching).*

However, for a few female Cadets, teaching is an attractive career because of its compatibility with rearing a family. As Nancy claimed:

> *Teaching is not as stressful as some careers I know about--like broadcast journalism. I really do not have much problems with what teachers earn. It is not a bad second income. The hours and summers will be good when I have children.*

On the other hand, there are other negative aspects of teaching work which prevent some "bright" students from considering teaching. For example, Susan, a prospective lawyer, noted:

> *The (school) buildings are in terrible shape--I would not want to work in a place like that...How can teachers be comfortable (no air conditioning) when students are not...*

Not surprisingly, Susan went to a rural high school, that in her estimation, was "falling apart." Without question, working in a comfortable physical environment has meaning for individuals as they choose their careers. Thus, teacher recruitment is more than recruiting to teach, it is recruiting to work "where" and under what conditions. The poor physical condition of some of South Carolina's schools does not help in the recruitment of talent to teaching.

IMPACT OF THE TEACHER CADET PROGRAM

It would be a simple matter to evaluate the Teacher Cadet Program if the success of the program could be measured by merely counting the number of Cadets who selected teaching as a college major and then, eventually entered teaching. But numbers represent a simplistic index of the program's effectiveness. The goals of the program specify a more challenging task.

> *The Teacher Cadet Program is considered an introduction or orientation to the teaching profession. Its main purpose is to encourage students who possess a high level of academic achievement and the personality traits found in good teachers to consider teaching as a career....An auxiliary goal of the program is to provide students with knowledge about the profession so they can be better informed citizens. (from SCCTR Teacher Cadet Program: Our History and Our Goals)*

Our analyses of both survey and interview data strongly suggest that the Teacher Cadet Program is a potentially powerful recruiting tool for the teaching profession. Those students who have had the Cadet experience (compared to those who have not) are more likely to understand the unique role of teachers and the complexities of teaching as well as the special mission of public schooling in our society. In addition, the Cadet program appears to inculcate a social consciousness, perhaps explaining why 27% of the Cadets who are intending to pursue other majors (such as engineering, computer science, and journalism), indicate that the TCP has increased the possibility of their entering teaching. As Nancy, a black female, planning to become a lawyer, asserted:

> *The TCP was a good experience for me and it was a good way to explore the field of teaching so you won't just "write it off" as a career choice like many people do.*

Our survey asked the 1986-87 Cadets to express their level of agreement (using a five point scale) with eight statements about their TCP classes. Overall, the Cadets strongly agreed that the TCP classes were interesting and enjoyable (x= 1.33) and helped

them understand teachers' responsibilities (x= 1.33). The TCP also helped these students understand the problems of public education in South Carolina (x=1.62) and see the benefits and requirements of becoming a teacher (x=1.67).

The mean student response to the statement, "As a result of the TCP, I am more likely to become a teacher," was 2.42. This mean score does not indicate the strong agreement reflected in the other items in this set. Nonetheless, given that many students have already been strongly socialized (by their parents and sometimes even their teachers) to enter other professions, this positive mean response speaks well of the TCP. One student commented,

> *I enjoyed the Teacher Cadet Program, I really did. It sort of opened up another area.... At times, I thought teaching would be a rewarding job...you know... my mother is a teacher, but my father always said, DON'T EVER BE A TEACHER, NEVER BE A TEACHER, YOU DO NOT WANT TO DO IT.*

Although few Cadets indicated that their parents or relatives were most influential in their career choice (in fact, only 8 percent), many students asserted that parents "steered" them away from certain occupations--like teaching. Nonetheless, considering the influence on students "not to teach," it is remarkable that only (23 percent) of the 1986-87 Cadets disagreed (or strongly disagreed) with the statement that the TCP influenced them to think positively about a becoming a teacher, (see Appendix G). Beth, who initially intended to go into journalism but now intends to teach, claimed:

> *The class really had a lot to do with my making the decision (to become a teacher)...and also let me think about going into administration. I had never considered that before...I now know of more options available....The TCP is really good. I hope that it's around when I teach....I would like to be in charge of a group like that... I think it really helped a lot of students to think about becoming a teacher and think about the problems they have--maybe that will influence people to think more highly of teachers. I think more people came out of the program thinking about becoming a teacher. Not always wanting to be one, but thinking about it as something to fall back on...It made us feel for the teachers in our school. ...You could always go into building construction at my high school, but now you can take a class in public education and teaching.*

In fact, survey data indicate that most Cadets were primarily influenced in their career choice by either "themselves," their teachers or the TCP. Specifically, 33 percent of the 1986-87 Cadets were primarily influenced by their teachers or the TCP. Of those primarily influenced by teachers, 68 percent are planning a career in teaching. Of those primarily influenced by the TCP, 85 percent are going into teaching.

Differences in Gender and Course Duration

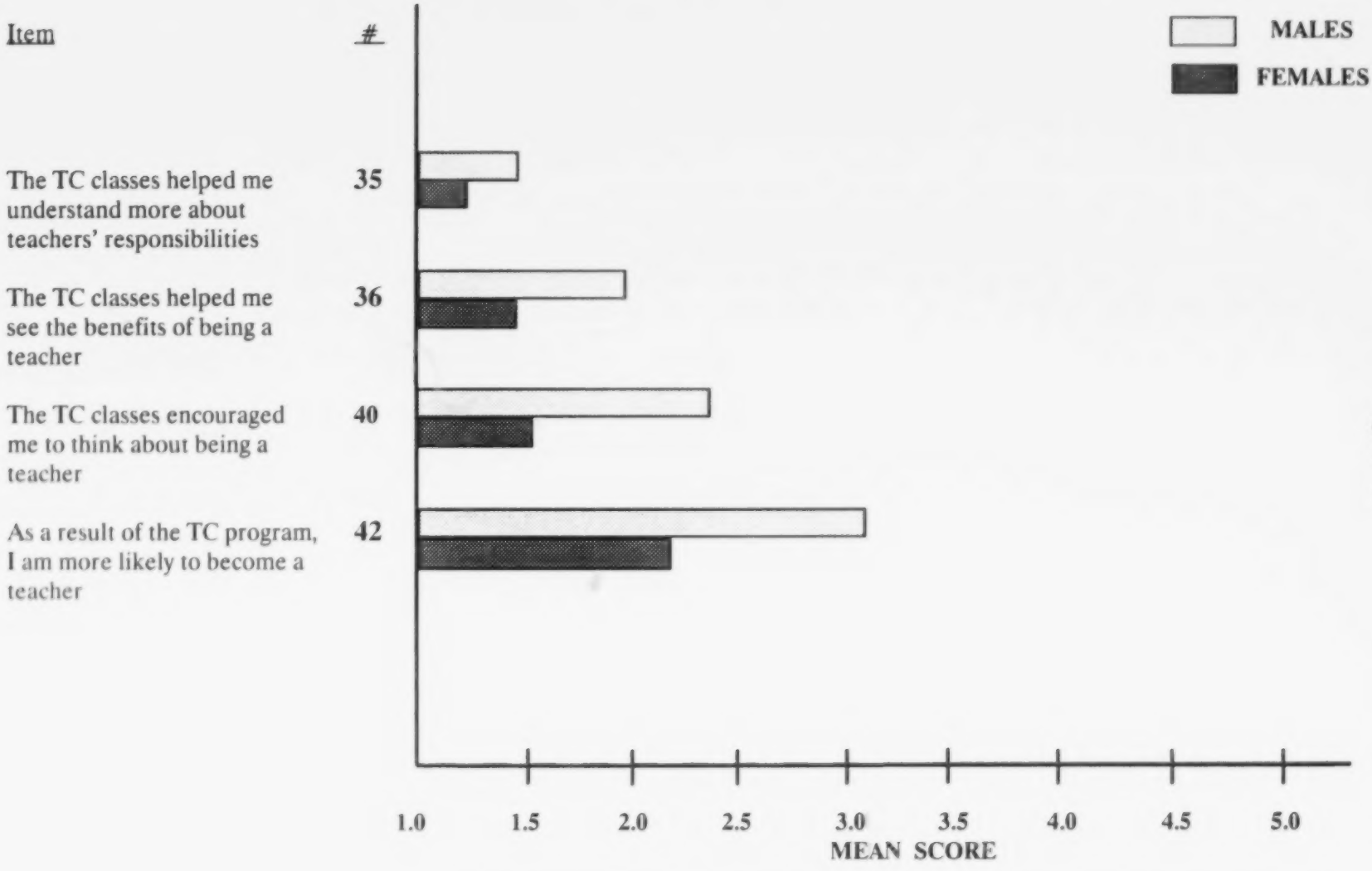
Not surprisingly, our analyses of the survey data reveal that males and females respond differently to questions about the impact of the TCP. For female Cadets (much more than male Cadets) the program is more likely to: (1) help them understand a teacher's responsibilities, (2) help them see the benefits of becoming a teacher, and (3) encourage them to be a teacher (see Figure 17).

In addition, our analyses reveal that the more students are exposed to the Cadet experience (a two semester class versus a one semester class), the more positively they are likely to feel about certain aspects of the TCP (and teaching). For the Cadets who took their class for two semesters, the TCP is more likely to: (1) help them understand teachers' responsibilities, (2) help them see the benefits and requirements of becoming a teacher, and (3) encourage them to be a teacher (see Figure 18). Importantly, many Cadets who participated in a one semester class suggested that the course should be extended to a full year program.

Student Perspectives on the Teacher Cadet Program

Our interviews and the responses to open-ended survey questions reveal that the TCP can enrich the lives of students, not just vocationally, but also socially and academically. From responses to survey questions about why students enrolled in the TCP, we learn that the TCP impacts upon the Cadets in several ways: (1) learning about children and parenting, (2) learning about schooling and teaching, (3) learning about oneself, others, and careers, and (4) preparing for college.

SURVEY ITEMS ABOUT TC PROGRAM ON WHICH 1986-87 CADETS DIFFER BASED ON GENDER*



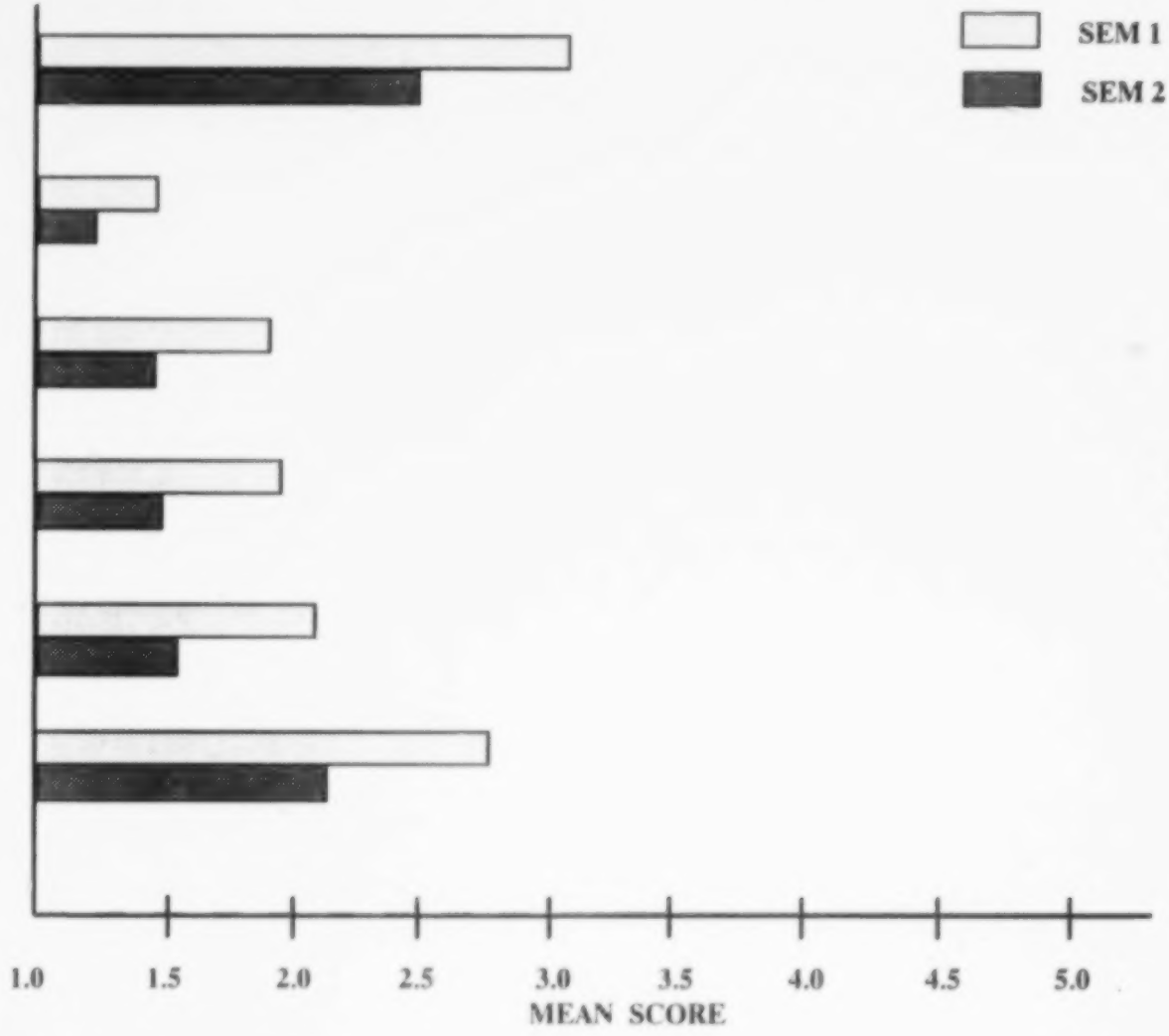
(1) STRONGLY AGREE (2) AGREE (3) UNDECIDED (4) DISAGREE (5) STRONGY DISAGREE

* DIFFERENCES ARE AT LEAST THE .05 (ALPHA) LEVEL OF SIGNIFICANCE

Figure 17

SURVEY ITEMS ON WHICH 1986-87 CADETS DIFFER BASED ON WHETHER OR NOT THEY WERE ENROLLED IN A ONE OR TWO SEMESTER TC CLASS*

Item	#
Teachers have a great deal of influence in their school.	31
The TC classes helped me understand more about teacher's responsibilities	35
The TC classes helped me see the benefits of being a teacher	36
The TC classes helped me understand about requirements to become a teacher	38
The TC classes encouraged me to think about being a teacher	40
As a result of the TC program I am more likely to become a teacher	42



(1) STRONGLY AGREE (2) AGREE (3) UNDECIDED (4) DISAGREE (5) STRONGY DISAGREE

* DIFFERENCES ARE AT LEAST THE .05 (ALPHA) LEVEL OF SIGNIFICANCE

Figure 18

Why Students Enroll in the Teacher Cadet Classes

The vast majority of the 1986-87 Cadets enrolled in the TCP because of an explicit interest in learning about teaching. For some, the enrollment in the Cadet class meant "high status" and an opportunity to do something "different." In reviewing the open-ended survey item concerning why students "took the Teacher Cadet class," we found that:

- Twenty-five (25) students enrolled because their school promoted the course.
- Twenty-four (24) students enrolled because of personal factors such as wanting to take a class from the TCP teacher (who they really liked), thinking that the class would look good on their academic record, and wanting to learn specific skills--such as public speaking.
- Thirteen (13) students enrolled in the class because of an expressed interest in learning about schools (even though they will pursue careers outside of education).
- Twelve (12) students enrolled because of the opportunity to earn college credit.

Despite the variety of motives students have for taking the course, the TCP seems to be able to accomplish its programmatic goals at the same time that it responds to their individual interests. As one student noted, "I wanted to learn about the school system. I'll have kids some day." Another student claimed, "The class was not only fun but I learned a lot. Although I did not want to be a teacher, I learned what I could do as a business woman to help the (public education) system". Finally, another student asserted, "getting college credit was the bait...But, I am sure glad I took the course because now I know I have a better and more accurate perspective of the teaching profession."

Learning About Children and Parenting

Open-ended survey and interview data strongly suggest that for many students, the TCP experience provides unique opportunities for them to learn about children and parenting. For the 1986-87 Cadets, working in schools and with young children were particularly rewarding experiences. For many, this was their first structured opportunity to interact with and direct children's activities in purposeful ways. As one student noted:

> *Even if you are not thinking about going into the field of education, this class is an excellent opportunity to learn about children, families, and yourself.*

Another student claimed:

> *We learned how to get young children to respond to us and what we were trying to teach. I really think I will be able to better deal with my own kids.*

The Cadet experience appears to teach these "high achieving" young people that all students can learn--"even those in special education." However, it appears that the Cadets--in general--are having much more positive teaching experiences in the elementary schools than in higher grade levels. Many feel that older students are often too undisciplined and thus, too difficult to teach. Consequently, many of the Cadets indicate that if they were to teach, they would teach only at the elementary level.

Learning About Schooling and Teaching

Without question, students learn a great deal about the complexities of schooling and teaching. In addition, they develop an appreciation of what teachers have to "go through" in order to be effective. Students seem to have learned this message in a variety of ways. In some sites, students were exposed to teacher evaluation, educational law, and school regulations and policies. In others, students created newsletters or video tapes to promote the Teacher Cadet Program. In still other classes, students spent a great deal of time in the community, learning the relationship between what

teachers do and the quality of life in the surrounding geographic area. The most valuable experiences appear to be observations of teachers; assisting teachers; tutoring elementary students and in some cases, peers; and receiving feedback on their own teaching--especially through the use of video cameras.

One effect of these "teaching" activities is that Cadets begin to understand their own teachers and "feel for them" as they did before. For one student, "goofing off in class" became less appealing to him after experiencing the "life of his teachers" and all they must endure. Another effect is that some Cadets learn that teaching is not for them. As a prospective lawyer asserted:

> *The class definitely broaden my views about public education. But, what I learned most about teaching was that I did not want the responsibility of shaping lives. Molding a child is scary. If you do something wrong, it can affect them the rest of their life.*

But, for most Cadets, the more opportunity to practice their teaching, the better the class. As one student asserted:

> *The teaching part was great. I learned a lot when I could spend more time with the teacher, during her planning period as well as working with children. The class would be so much better if we had more concentrated time with the teachers.*

Learning About Oneself, Others, and Careers

Students report that the program offers something that they rarely experience in their other classes. Specifically, the Cadet classes are an occasion for the most able students to get together and think about themselves, about each other, and their career decisions. As one student noted:

> *If you are seeking an outlet to grow intellectually and socially, the program will provide you with perfect opportunities. In addition, the program allows you to understand yourself and others as well.*

In most cases, the public schools concentrate on offering rich academic experiences to their most able students and assume that because these students are bright, they do not need the kind of career exploration opportunities frequently offered to other

students. The responses in the interviews suggest that the Teacher Cadet Program--in some sites--offers a forum for Cadets to consider and debate career alternatives. One student characterizes the TCP class as "different" and goes on to offer this explanation:

> *For one thing it was small, there were only twelve people in it. All the people in there were extremely intelligent and were people I could get along with and talk to. I don't mean to brag or anything-- or sound uppity....but the class was the first time I could have an intelligent conversation with my peers during a class. We learned a great deal about what we wanted in our careers and our life.*

The TCP allows students to engage each other in discourse in a noncompetitive arena. For once, these bright students are not "asked" to compete for academic recognition. Instead, they share successes and are given an opportunity to examine and collaborate on what is important in their life's work.

Preparing for College

The TCP curriculum is still developing and the extent to which all sites are using prescribed methods and techniques is unclear. (Phase II of the evaluation study will begin to address this issue.) Thus, at this time, it is difficult to assess the efficacy of the formal curriculum. Consequently, Cadets from different high school sites express various views of the curriculum and specific class activities and requirements. In a few sites, the TCP is described as "disorganized" and having little support from the college partner. At times, professors fail to show up for classes and Cadets end up attending study halls. However, in most other sites, every day is exciting and students are challenged by their teachers, the professors, and the curriculum. Nonetheless, one aspect of the curriculum seems to get a universal "thumbs down" from the students: the "boring" lectures on educational history and learning theory. Most students across all sites seem to complain about the guest lectures, which to them, were not well integrated with the rest of the curriculum.

However, even in the "less acclaimed" sites, the TCP appears to be a good college "prep" class, teaching students how to [1] study, [2] understand "college-level" lectures and readings, [3] engage in critical discussions, and [4] perform well on college-type examinations. In one site, a student claimed that she took her first high school essay exam in her TCP class. Despite the fact that most students thought the first part of their Cadet class--i.e., lectures on history of education and learning theory--were boring, this part of the curriculum seems to have prepared them well for their freshman coursework.

Some Cadets report that many students enrolled in the TCP because they thought it would be "fun and games." However, in many sites, these expectations were not met. Students claim that "others should not to take the course unless they are prepared to do a lot of hard work, reading, writing papers, and projects." Importantly, the students who reported their classes were "rigorous" tend to be the same ones who have the most praise for the TCP and its impact on their careers and attitudes.

CONCLUSIONS AND RECOMMENDATIONS

Without question, after its first full year of operation (1986-87), the Teacher Cadet Program, a unique effort to attract talented high school students to the teaching profession, is exceeding expectations. Forty-four percent (44%) of the 1986-87 Cadets, a group with an average SAT score of 941, have indicated that they will enter teaching. The quantity and quality of these prospective teachers relative to other prospective professionals entering the state's universities and colleges point to the program's potential to increase the supply of academically talented teachers in South Carolina. In doing so, the TCP may produce significant dividends for the future staffing of the state's public schools.

But the program has other significant benefits. Not only does the TCP appear to be a powerful recruitment tool for the teaching profession, but it also communicates the special mission of public schooling in our society and provides a context for meaningful career exploration. Cadets, whether they enter the teaching profession or pursue other careers, learn valuable lessons about public schooling and, in the process, they also learn about children, and about themselves and others. At the same time, they have an experience that many have described as an excellent preparation for college.

Our major conclusions are summarized along six broad themes: (1) attracting talent to teaching, (2) student attitudes toward careers and teaching, (3) differences by gender and race, (4) differences between Cadets and Non-Cadets, (5) differences between Cadets who will teach and Cadets who will pursue other careers, and (6) the impact of the Teacher Cadet Program. These conclusions should be useful not only to the individuals who administer the program but also to school practitioners who deliver the program and the policy makers who fund the program. In addition, these conclusions should be of interest to those policymakers and practitioners in other states who are searching for ways to bolster the quantity and quality of their future force of teachers.

Attracting Talent to Teaching

* Given a two decade decline in the proportion of college freshman planning to pursue a career in teaching, the comparatively large numbers of Cadets who indicate they will teach is quite striking.
Forty-four percent (44 percent) of last year's Cadets who responded to the college survey have indicated plans to enter teaching. By comparison, in 1987, only eight percent of the state's college freshmen indicated they would enter teaching.

* The TCP is successful in recruiting talent into the teaching profession. The academic achievement of the 1986-87 Cadets who will teach (mean SAT = 941) compares favorably to the state's prospective engineering majors (mean SAT = 944) and significantly higher than the state's prospective business majors (mean SAT = 808). In 1987, the average SAT score for all South Carolina college freshmen was 832.

Student Attitudes Toward Careers and Teaching

* In general, the students surveyed are realistic about both positive and negative aspects of teaching. The 708 surveys of both 1986-87 Cadets and 1987-88 high school students indicate that they view teachers as individuals who help people, but who have low salaries. Although these students view teaching as a job that allows one to think and be creative, they feel that creativity and reflection are constrained by the lack of time and flexibility in teachers' work schedules.

* In general, the students surveyed possess career expectations which match some attributes of the teaching profession. In making their career choices, the students care most about: (1) job security and (2) being able to be creative on the job. They care least about power and authority, high salaries, and working with children.

* However, the students surveyed possess other career expectations which might preclude their serious consideration of teaching as a career. With regard to the teaching profession, students in South Carolina want more job security than they believe teaching provides, want more flexibility in terms of time, are less interested in helping people than teaching demands, and are less interested in having respect than they believe teachers receive.

* Personal salary expectations of the students surveyed far exceed their perceptions of what teachers earn. The students have realistic expectations about the salary prospects for those entering the teaching profession. However, they expect to earn considerably more than teachers.

Gender and Race

* Females in South Carolina are more positive about teaching as a career than males. In fact, 94 percent of all Cadets who indicated they will go into teaching are female. Females want a career with the attributes of teaching more than males do. However, career expectations and attitudes toward teaching of Cadet males (when compared to Non-Cadet males) are more similar to their female counterparts.

* Males expect to earn a great deal more money then females. For example, males expect to earn, on the average, over $30,000 initially and over $127,000 after 20 years in the workforce. On the other hand, females expect to earn, on the average, over $24,000 initially and over $78,000 after 20 years in the workforce.

* Although the TCP is attracting a "relatively" large number of minorities, the numbers may not be good enough. Overall, 16 percent of the black high school and college students surveyed (n = 160) indicated they would enter teaching. Specifically, 33 percent of the 1986-87 black Cadets and 12 percent of the black 1987-88 high school group indicated they would enter teaching. Six (6) percent of the black Non-Cadets indicated they would enter teaching. Presently, 45 percent of all public school students and only 21 percent of all teachers in South Carolina are black.

* Black and white students differ in their perceptions about teaching as a career, although there is no distinct pattern suggesting which group is more apt to enter the teaching profession.

Cadets and Non-Cadets

* Teacher Cadets are more likely to view teaching in a positive light. Cadets (more so than Non-Cadets) believe that teachers have job security, are able to think and be creative on the job, have opportunities for advancement, and are able to help people.

* Both Cadets and non-Cadets have similar beliefs concerning the fact that teachers do not have much influence in their school.

* Cadets (more so than Non-Cadets) possess career expectations which match some attributes of the teaching profession. When it comes to their careers, Cadets (more so than Non-Cadets) are less concerned with job security, opportunities for advancement, independence on the job, and power and authority. On the other hand, Cadets are more concerned with helping other people, and specifically working with children.

* The difference between projected personal salary expectations of Cadets and Non-Cadets increase dramatically over time. In their first year in the workforce, Cadets expect to earn (on the average) approximately $24,000 while Non-Cadets expect to earn $29,000. However, after 20 years, Cadets expect to earn (on the average) approximately $75,000 while Non-Cadets expect to earn $114,000.

Cadets Who Will Teach and Cadets Who Will Pursue Other Careers

* Cadets (more so than Non-Cadets) possess lower and possibly more realistic personal salary expectations. Not surprisingly, those Cadets who indicate a primary interest in "other careers" expect to earn significantly more money than Cadets who will teach. However, Cadets who will pursue "other careers" expect to earn approximately $79,000 after 20 years, considerably less than Non-Cadets (approximately $114,000).

* Cadets (more so than non-Cadets) possess career expectations which match some attributes of the teaching profession. Not surprisingly, those Cadets who indicate a primary interest in "other careers" (when compared to Cadets who will teach) place more emphasis on making a high salary, having opportunities to advance, and being independent on the job. However, overall, "other career" Cadets place more importance on helping people in their careers than do Non-Cadets.

Impact of the Teacher Cadet Program

* The Teacher Cadet Program is a potentially powerful recruiting tool for the teaching profession. Thirty-three percent of the college Cadets' career choices were primarily influenced by their own personal goals, while 28 percent were primarily influenced by their teachers or the Cadet Program itself. Of those primarily influenced by teachers, 68 percent are going into teaching. Of those primarily influenced by the Cadet program, 85 percent are going into teaching.

* The Teacher Cadet Program encourages many bright students to consider teaching as a career alternative. Twenty-six percent of the Cadets (mean SAT of 1005) indicating an interest in "other careers" assert that the Teacher Cadet program has increased the possibility of their entering the teaching profession.

* Two semesters of the TCP enhances the potential of the program. The more students are exposed to the Cadet experience (a two semester class versus a one semester class), the more positive they are apt to feel about certain aspects of the TCP and teaching.

* The Teacher Cadet Program is much more than a recruitment program. The TCP influences students in several ways: (1) learning about children and parenting; (2) learning about schooling and teaching; (3) learning about oneself, others and careers; (4) and preparing for college.

Improving the Teacher Cadet Program

Based on our findings, the following recommendations for improving the Teacher Cadet Program are offered.

* The Teacher Cadet Program should be offered as a full-year course. The two semester classes currently in operation across the state appear to be more successful in accomplishing program goals than the one semester classes.

* The TCP should utilize more males as Cadet teachers to serve as role models for prospective male Cadets. In addition, more black teachers should become TCP teachers to serve as role models for prospective black Cadets.

* The TCP curriculum should emphasize the challenges that teachers face, the flexibility available within the classroom, and the security afforded to teachers with tenure. The TCP should continue to articulate a realistic view of the teaching profession.

* The SCCTR should monitor the implementation of the TCP curriculum in order to ensure the program's continuing development, integrity, and future success. Quality control is important for a program that is offered in diverse sites. Without quality control, the TCP will not sustain its present success. This is especially important as the program expands throughout South Carolina. However, a caveat is in order: The sites should maintain some control in order to be flexible enough to meet local needs.

* Exemplary TCP projects, activities, and teaching practices should be identified and disseminated to other program sites. Successful TCP teachers should be recognized and rewarded.

* Exemplary teachers should be identified and encouraged to become TCP teachers. Special incentives should be offered to attract the very best teachers (and college professors) to a program that is attempting to attract the very best high school students into teaching.

Based on our what we have learned about high school students' perceptions of the teaching profession, we offer two general recommendations for recruiting tomorrow' s teachers.

First, the Teacher Cadet Program in South Carolina should be expanded to cover all high schools in the state. In particular, special incentives should be offered to rural school districts, where teacher shortages predominate. Rural school districts, having limited resources (i.e., teachers and money) should be given financial and logistical support to implement a quality program.

Second, policymakers must continue to work to improve the working conditions of teachers, especially those which presently serve as disincentives for recruitment. In order to make teaching a more attractive profession for today's brightest students, school districts should seek to: (1) empower teachers with more decision making authority, (2) upgrade mid-career salaries, (3) provide avenues for professional advancement without leaving the classroom, and (4) provide differentiated staffing plans which free professionals from the nonprofessional responsibilities. These nonprofessional activities (lunch duty, clerical tasks, bus duty) limit the capacity of teachers to be creative and constrain their use of time. These are among the most salient factors which discourage bright students from pursuing careers in education, thus keeping talent away from teaching.

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APPENDIX A
STUDY DESIGN AND INSTRUMENTATION

Description of Evaluation Study Methodology

Teacher Cadet Survey Instrument

High School Student Survey Instrument

Teacher Cadet Interview Schedule

Appendix A

Design of the Study

In the fall of 1987, the South Carolina Center for Teacher Recruitment (SCCTR) asked the South Carolina Educational Policy Center (SCEPC) to conduct a study to assess and determine the initial impact of the 1986-87 Teacher Cadet Program (TCP). The study was designed to assess TCP effects on the Cadets' career expectations and their attitudes about teaching as a profession, as well as their perceptions of their own TCP experiences. Based on a review of literature on career choice, certain demographic variables, such as race and sex, were identified as potential confounding variables. The study was designed to compare data from the 1986-87 Cadets to a control group of high achieving high school seniors who attend the twenty eight 1986-87 TCP school sites.

The study of career goals and views about teaching as a profession was conceptualized to assess five themes, identified by Lortie (1975) as factors that teachers consider to be the attractions of their profession. These themes are: [1] the interpersonal theme, i.e., working with people, especially young people; [2] the service theme, i.e., wanting to pursue work that serves society; [3] the continuation theme, i.e., perpetuating involvement in activities like sports or pursuing interest in academic disciplines; [4] the material benefits theme, i.e., relatively high salary, especially as a second income for a family; and [5] the time compatibility theme, i.e., flexibility to be home with children when they are not in school.

Description of Survey Instruments

Three types of data collection instruments were included in the study: [1] a survey of college freshmen who were Cadets in 1986-87; [2] a parallel survey of current (1987-88) high school seniors; and [3] interviews with a sample of the 1986-87 Cadets. The attached "Teacher Cadet Survey" for the 1986-87 Cadets was designed in six parts. Parts I and II elicit personal demographic information for use in identifying comparison groups and to facilitate the potential longitudinal study of the TCP. Part III contains open-ended response items about career preferences and salary goals. Parts IV and V examine subjects' level of agreement with forced response items on a Likert-like scale to issues concerning career goals (in Part IV) and perceptions of teaching as a career (in Part V). The items in these parts address Lortie's themes and are matched in the two parts. For example, addressing the material benefits theme, the Part IV asks respondents if making a high salary is an important career goal for them, and Part V asks if they agree that teachers make high salaries. Part V also includes items about perceptions and opinions about the Teacher Cadet Program. Part VI solicits open-ended responses about TCP and about perceptions of the salaries earned by teachers.

Most of the items on the Cadet survey are repeated on the attached "High School Student Survey" with the exception of items about TCP. Items about college major and career choice were revised to suit the respondents status as high school students. Open-ended questions about TCP were included on this instrument to assess the program's general reputation in the school.

The attached interview schedule was designed to elicit more detailed information and reactions to the TCP. 1986-87 Cadets were asked to describe

their feelings about high school, about college, about career choices and about the Cadet program. Specific information about the nature of instructional activities were asked to provide insight into variation of TCP classes in different high schools. Cadets were also asked about persons or events that had influenced their career choices. The interviews were to be conducted by the five members of the interview team. Training sessions were conducted prior to any of the interview sessions. Interview techniques and methods of data recording were discussed during the training session. Interviewers were also asked to examine subjects' survey responses prior to conducting the interview.

Data collection

The surveys and interviews were administered during the months of November and December, 1987 and January, 1988. Since the 1986-87 Cadets had graduated from high school, the task of locating all 386 posed problems. The SCCTR sent letters to the parents of 354 Cadets asking them to complete a postcard providing the Cadets' current address and phone number. (No home address was available for 32 Cadets.) The cards were returned by 159 parents. Surveys were mailed to this sample in November. In order to include students whose parents did not return the cards, the survey was sent to the parents' address in December when college students might expected to be home from college. In all 160 usable Teacher Cadet Surveys were returned. These included responses from Cadets from all 28 TCP sites.

The High School Survey was conducted through the cooperation of the SCCTR. A packet was sent to the TCP teacher in each high school that had a class in 1986-87. The TCP teacher was asked to give the packet to a teacher who teaches English to high ability seniors in the school, (e.g., an advanced placement or college preparatory class.) The packet contained directions for administering the survey and a brief questionnaire for the teacher to complete. The teacher was paid an honorarium of $10.00 for assisting with the survey administration. The High School Survey was completed in usable form by 548 seniors from college-bound senior English classes in 25 of the 28 1986-87 TCP high school sites. At the time of the survey, 114 of high school respondents were enrolled in a 1987-88 Cadet class. Thus, considering the college and high school samples, a total of 708 students were surveyed, with 274 being "Cadets" and 434 being "Non-Cadets."

A pool of interviewees was derived from the completed 1986-87 Cadet surveys. The interview sample was selected on the basis of student characteristics (race, sex, high school attended) and their enrollment in a range of South Carolina colleges and universities. These colleges and universities were Benedict College, Clemson University, South Carolina State College, Winthrop College, and three campuses of the University of South Carolina system, i.e. Columbia, Aiken and Coastal Carolina. Interviews with 39 "former cadets" from 20 of the 28 1986-87 Cadet sites were conducted from November 1987 through January 1988 by 5 members of the research team.

Data analysis

Analysis of TCP effects involved several strategies. The findings of the study were validated by both quantitative and qualitative methodology and data analysis.

The survey responses were analyzed statistically through the use of SYSTAT

for the IBM PC. In order to examine student attitudes toward career goals, teaching, and teachers, several comparisons were included in the analysis. These comparisons included: [1] the responses of Non-Cadet high school students and all Cadets, (both 1986-87 Cadets and 1987-88 participants); [2] the responses of the three groups, (Non-Cadets, 1987-88 Cadets and 1986-87 Cadets); [3] the responses of 1986-87 Cadets on the basis of stated interest in teaching as a career; and [4] the responses of the total sample on the basis of stated interest in teaching as a career. In addition, the possible confounding effects of gender and ethnicity were tested.

In the comparisons of two groups, (e.g. the total group of Cadets to the group of Non-Cadets; students stating a interest in teaching to those not interested; and males and females), the statistical test was an independent t test. In the case of the comparisons of three or more groups, (e.g. 1986-87 Cadets, 1987-88 Cadets, and Non-Cadets; and black, white and other ethnic group respondents), the statistical analysis was a one-way analysis of variance (ANOVA). In the case of the analysis of the effect of ethnicity, because of the paucity of students in the "other" category, a second analysis compared blacks to whites utilizing again the independent t test. The level of significance (alpha) for all statistical tests was established at .05.

In order to analyze the interview data, the interviews were transcribed. The data were reviewed by the research to reveal common themes. A matrix was created to categorize and analyze the data across variables to assess their influence on the Cadets' attitudes toward careers in teaching and their TCP experiences. The classification variables used in the analysis included ethnicity, gender, high school attended, high school activities, parental occupation and career interest. The themes that emerged from this analysis were utilized to explicate and clarify the survey findings.

Teacher Cadet Survey
1986-87 Classes

I have read the attached letter and understand the research effort. I give permission for my responses to be used in the ways described in the letter.

Signature _____

I. Personal Information

Name _____ **Social Security No.** ___ - ___ - ____

College Address & Phone Number

_____

_____

_____

Phone _____

Home Address & Phone Number

_____

_____

_____

Phone _____

Sex: [] Male [] Female **Race:** [] White [] Black [] Other (specify) _____

High School Information
Class Rank: _____ out of _____; G.P.A. (on 4 point scale) _____

SAT Score: Verbal _____ Math _____ Combined _____

Family information
Occupations: _____ (Mother/Female Guardian) _____ (Father/Male Guardian)

Check if one of the following has ever worked as a teacher.
[] Mother [] Father [] Sibling [] Grandparent [] Aunt/Uncle

II. College Information

What College are you attending? _____

Who (or what) most influenced your choice of college? _____

_____

What is your college major? _____

Who (or what) most influenced your choice of major? _____

_____

_____

III. Career Information

What career(s) do you think you will pursue? _____

_____

Who (or what) has most influenced your interest in this career?

_____

_____

What salary do you expect to earn annually in your career?

initially? $_____ 5 years later? $_____

10 years later? $_____ 20 years later? $_____

* ** ** ** ** ** ** ** ** ** *

IV. Careers

Each of the following is a goal that people seek through their careers. Circle the number that indicates how important each one is to you:

(1) Very Important; (2) Important; (3) Not Important.

		Very Important	Important	Not Important
1.	Helping people.	(1)	(2)	(3)
2.	Having independence on the job.	(1)	(2)	(3)
3.	Being able to think and be creative.	(1)	(2)	(3)
4	Having frequent contact with people.	(1)	(2)	(3)
5.	Not having to be around people a lot.	(1)	(2)	(3)
6.	Pursuing interests in certain areas of study (e.g. English, Math)	(1)	(2)	(3)
7.	Making a high salary.	(1)	(2)	(3)
8.	Having job security.	(1)	(2)	(3)
9.	Having a schedule that allows you to make time for outside interests.	(1)	(2)	(3)
10.	Being able to participate in team sports.	(1)	(2)	(3)

11. Having time for family. (1) (2) (3)

12. Being respected in the community. (1) (2) (3)

13. Having opportunities to advance. (1) (2) (3)

14. Having power and authority. (1) (2) (3)

15. Working with children or teenagers. (1) (2) (3)

16. Being challenged. (1) (2) (3)

* ** ** ** ** ** ** ** ** ** *

V. Teaching

Each of the following statements expresses a feeling or attitude toward the teaching profession or the Teacher Cadet Program at your high school. Indicate your level of agreement with each statement by circling the appropriate code:

Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA).

17. Teachers help people in important ways. (SD) (D) (U) (A) (SA)

18. Teachers have a lot of independence in their work. (SD) (D) (U) (A) (SA)

19. Teaching is a job that requires one to think and be creative. (SD) (D) (U) (A) (SA)

20. Teachers must spend a lot of time with paper work. (SD) (D) (U) (A) (SA)

21. Disciplining students is an important part of a teacher's job. (SD) (D) (U) (A) (SA)

22. Teachers receive high salaries. (SD) (D) (U) (A) (SA)

23. Teachers have a lot of job security. (SD) (D) (U) (A) (SA)

24. Teaching is a good job for women. (SD) (D) (U) (A) (SA)

25. Teaching is a good job for men. (SD) (D) (U) (A) (SA)

26. Teaching in the elementary schools is a better job for women than men.	(SD)	(D)	(U)	(A)	(SA)
27. High school teaching is a better job for men than women.	(SD)	(D)	(U)	(A)	(SA)
28. Teachers have flexibility in their work schedules.	(SD)	(D)	(U)	(A)	(SA)
29. Teachers have time for their families and outside interests.	(SD)	(D)	(U)	(A)	(SA)
30. Teachers are respected in the community.	(SD)	(D)	(U)	(A)	(SA)
31. Teachers have a great deal of influence in their school.	(SD)	(D)	(U)	(A)	(SA)
32. Teachers have a special mission in our society.	(SD)	(D)	(U)	(A)	(SA)
33. Teachers have opportunities to advance in the field of education.	(SD)	(D)	(U)	(A)	(SA)
34. Teaching is a challenging job.	(SD)	(D)	(U)	(A)	(SA)
35. The Teacher Cadet classes helped me understand more about teachers' responsibilities.	(SD)	(D)	(U)	(A)	(SA)
36. The Teacher Cadet classes helped me see the benefits of being a teacher.	(SD)	(D)	(U)	(A)	(SA)
37. The Teacher Cadet classes taught me about the financial rewards of teaching in public schools.	(SD)	(D)	(U)	(A)	(SA)
38. The Teacher Cadet classes helped me understand about the requirements to become a teacher, e.g., courses, grades, certification, etc.	(SD)	(D)	(U)	(A)	(SA)
39. The Teacher Cadet classes were interesting and enjoyable.	(SD)	(D)	(U)	(A)	(SA)
40. The Teacher Cadet classes encouraged me to think about becoming a teacher.	(SD)	(D)	(U)	(A)	(SA)
41. The Teacher Cadet classes helped me understand the problems of public education in South Carolina.	(SD)	(D)	(U)	(A)	(SA)

42. As a result of the Teacher Cadet Program, I am more likely to become a teacher. (SD) (D) (U) (A) (SA)

* ** ** ** ** ** ** ** ** ** *

VI. Teacher Cadet Classes

Did you have the opportunity to earn college credit in the Teacher Cadet classes? _____

Did you take Teacher Cadet classes for college credit? _____

How many semesters were you in Teacher Cadet classes ? _____

Why did you take the Teacher Cadet classes ? _____

_____

_____

List specific things that could be done to improve the Teacher Cadet classes at your high school.

_____

_____

_____

What would you say to a friend or relative who asked your advice about whether or not to take the Teacher Cadet class?

_____

_____

_____

What salary do you think teachers earn annually (fill in below) ?

initially? $_____ after 5 years? $_____

after 10 years? $_____ after 20 years? $_____

* ** ** ** ** ** ** ** ** ** *

High School Student Survey

I. Personal Information

What high school are you attending? _____

Sex: [ ] Male [ ] Female **Race:** [ ] White [ ] Black [ ] Other (specify) _____

High School Information:
Class Rank: _____ out of _____; G.P.A. (on 4 point scale) _____

SAT Score: Verbal _____ Math _____ Combined _____

Family Information:
Occupations: _____ (Mother/Female Guardian) _____ (Father/Male Guardian)

Check if one of the following has ever worked as a teacher.
[ ] Mother [ ] Father [ ] Sibling [ ] Grandparent [ ] Aunt/Uncle

II. Future Plans

Mark the space to tell what you think you will be doing after high school.

Attend a two-year college or technical school	[ ]
Attend a four-year college or university	[ ]
Serve in the military	[ ]
Get a full-time job	[ ]
Other (specify) _____	[ ]

If you plan to go to school, what school or college do you plan to attend?

_____

Who (or what) is influencing your choice of a school? _____

_____

If you are going to school, what will be your major? _____

Who (or what) is most influencing your choice of major? _____

_____

What job or career do you think you will pursue? _____

Who (or what) is most influencing your interest in this career?

_____

_____

What salary do you expect to earn annually in your career (fill in below)?

initially? $_____ 5 years later? $_____

10 years later? $_____ 20 years later? $_____

III. Careers

Each of the following is a goal that people seek through their careers. Circle the number that indicates how important these are to you:

(1) Very Important; (2) Important; (3) Not Important.

	Very Important	Important	Not Important
1. Helping people.	(1)	(2)	(3)
2. Having independence on the job.	(1)	(2)	(3)
3. Being able to think and be creative.	(1)	(2)	(3)
4. Having frequent contact with people.	(1)	(2)	(3)
5. Not having to be around people a lot.	(1)	(2)	(3)
6. Pursuing interests in certain areas of study (e.g. English, Math.)	(1)	(2)	(3)
7. Making a high salary.	(1)	(2)	(3)
8. Having job security.	(1)	(2)	(3)
9. Having a schedule that allows you to make time for outside interests.	(1)	(2)	(3)
10. Being able to participate in team sports.	(1)	(2)	(3)
11. Having time for family.	(1)	(2)	(3)
12. Being respected in the community.	(1)	(2)	(3)
13. Having opportunities to advance.	(1)	(2)	(3)
14. Having power and authority.	(1)	(2)	(3)
15. Working with children or teenagers.	(1)	(2)	(3)
16. Being challenged.	(1)	(2)	(3)

IV. Teaching

Each of the following statements expresses a feeling or attitude toward the teaching profession. Circle a choice in the column at the right to indicate your level of agreement with each statement using the following code:

Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), Strongly Agree (SA).

17. Teachers help people in important ways.	(SD)	(D)	(U)	(A)	(SA)
18. Teachers have a lot of independence in their work.	(SD)	(D)	(U)	(A)	(SA)
19. Teaching is a job that requires one to think and be creative.	(SD)	(D)	(U)	(A)	(SA)
20. Teachers must spend a lot of time with paper work.	(SD)	(D)	(U)	(A)	(SA)
21. Disciplining students is an important part of a teacher's job.	(SD)	(D)	(U)	(A)	(SA)
22. Teachers receive high salaries.	(SD)	(D)	(U)	(A)	(SA)
23. Teachers have a lot of job security.	(SD)	(D)	(U)	(A)	(SA)
24. Teaching is a good job for women	(SD)	(D)	(U)	(A)	(SA)
25. Teaching is a good job for men.	(SD)	(D)	(U)	(A)	(SA)
26. Teaching in the elementary schools is a better job for women than men.	(SD)	(D)	(U)	(A)	(SA)
27. High school teaching is a better job for men than women.	(SD)	(D)	(U)	(A)	(SA)
28. Teachers have flexibility in their work schedules.	(SD)	(D)	(U)	(A)	(SA)
29. Teachers have time for their families and outside interests.	(SD)	(D)	(U)	(A)	(SA)
30. Teachers are respected in the community.	(SD)	(D)	(U)	(A)	(SA)
31. Teachers have a great deal of influence in their school.	(SD)	(D)	(U)	(A)	(SA)
32. Teachers have a special mission in our society.	(SD)	(D)	(U)	(A)	(SA)
33. Teachers have opportunities to advance in the field of education.	(SD)	(D)	(U)	(A)	(SA)
34. Teaching is a challenging job.	(SD)	(D)	(U)	(A)	(SA)

35. What salary do you think teachers can earn annually (fill in below) ?

initially? $_____ after 5 years? $_____

after 10 years? $_____ after 20 years? $_____

V. Teacher Cadet Program

36. Are you currently enrolled in your school's Teacher Cadet Program? _____

37. If you are enrolled, why did you take the class? If you are not enrolled, why didn't you take the class? _____

_____

_____

_____

38. What do you think students learn in the Cadet classes? _____

_____

_____

_____

_____

39. Why do you think students other than yourself might take the Teacher Cadet class?

_____

_____

_____

(FINAL) (11/16/87)

TEACHER CADET PROGRAM--STUDENT INTERVIEWS FALL 1987

Orienting Statement: This interview is a part of a large statewide study to learn about your experience in the Teacher Cadet Program in your high school as well as your present choice of college major and career goals. Interviews with other 1986-87 Cadets are being conducted at a number of South Carolina colleges and universities. Our hope is to learn what you perceive as the strengths and weaknesses of the Cadet class you were in last year so that the Program may be improved. Please feel free to talk openly about your ideas, as all information we collect will remain confidential as to source.

I. BACKGROUND

(First, I need to get a little bit of background information.)

name, race, sex,
place of interview, start time, end time,
high school attended (verify)
parental occupation (apologize for asking again, but will ease coding)

II. HIGH SCHOOL EXPERIENCE

(Let's talk a little bit about high school.)

a. Tell me a little about high school--what you liked, what you did not like.

b. How well did high school prepare you for your first year in college.

c. Who were your best teachers? What were they like? What did they do? Did any have influence on your choice of college, major, or career? How so? (If so, transition to IIIa" and IIIb")

III. COLLEGE EXPERIENCE

(Next, let's talk about your college experience.)

a. How did you come to choose this college? What were the circumstances that influenced your decision to enroll in _____ (college)? Did anyone in particular influence you? How so? <probe for impact of TCP>

b. Have you chosen a major? What were the circumstances that influenced your decision to major in _____ (major)? Did anyone in particular influence you? How so? <probe for impact of TCP>

c. Is college what you expected? Have your first few months in college influenced your choice of major or career plans? Did the Cadet Program prepare you for college? How so?

IV. CAREER ASPIRATIONS

(Next, let's talk about your career aspirations)

a. What are your career goals? <If interviewee has not chosen a specific career, ask about what he/she has considered>

b. What were the circumstances that have influenced your choice to enter _____ (occupation/profession)? Did anyone in particular influence you? How so? <probe for impact of TCP>

c. What is it about you that enables you to believe that you will be good as a(n) _____ (occupation)?

d. Describe what you think your job as a(n) _____ will be like?

--tasks (what will you do)?
--hours and work year?
--salary (over time--beginning; 5; 10; 20)
--other benefits (fringe, travel)
--advancement

e. If all this does not work out, what are the alternatives?

V. TEACHER CADET PROGRAM

(Now let's talk specifically about your experiences with the Teacher Cadet Program)

a. Why did you take the class? (interest in public education, friends, no other options, college credit)

b. Describe the course (curriculum, requirements, activities?)

c. What was your overall assessment of the course (likes and dislikes)?

d. What can be done to make the class better?

e. How did the class influence you?

--choice of college
--choice of major
--choice of career
--better understanding of teaching profession
--better understanding of public education issues.

VI. TEACHING

(Finally, we would like to talk a little about the teaching profession)

a. What are your thoughts about public school teaching as a career in general?

--working conditions
--status and prestige
--teacher decisionmaking
--salary
--student discipline
--paperwork
--leisure time
--family responsibilities

b. What is it about teaching that you find attractive?

--where did you get these ideas?

c. What is it about teaching that you find unattractive?

--where did you get these ideas?

Make sure specific "unattractive" characteristics of teaching are probed:

-- if salary is a problem, find out what kind of salary increases (and over what period of time) would be necessary to attract them to teaching.

-- if working conditions are a problem, find out what needs to be changed to attract them to teaching.

d. Have any of your public school teachers ever discouraged you from entering the teaching profession? Have any of your public school teachers ever encouraged you to enter the teaching profession? HOW SO?

Appendix B

Number & Percent of Survey Respondents By Career Choice
And Race And Gender

Appendix B

NUMBER & PERCENT OF SURVEY RESPONDENTS BY CAREER CHOICE AND RACE AND GENDER

(Percentages indicated in parentheses)

1986-87 Cadets (n=160)**

Those Intending To Teach — Total = 70

	Male	Female	Total
White	4 (5.7)	56 (80.0)	60 (85.7)
Black	0 (0)	9 (12.9)	9 (12.9)
Other	0 (0)	1 (1.4)	1 (1.4)
Total	4 (5.7)	66 (94.3)	70 (100.0)

Those Intending To Pursue Other Careers — Total = 90*

	Male	Female	Total
White	20 (22.2)	47 (52.2)	67 (74.4)
Black	6 (6.7)	13 (14.4)	19 (21.1)
Other	2 (2.2)	1 (1.1)	3 (3.3)
Total	28 (31.1)	61 (67.8)	89 (98.9)

1987-88 Cadets* (n=114)**

Those Intending To Teach — Total = 30

	Male	Female	Total
White	3 (10.0)	16 (53.3)	19 (63.3)
Black	0 (0)	11 (36.7)	11 (36.7)
Other	0 (0)	0 (0)	0 (0)
Total	3 (10.0)	27 (90.0)	30 (100.0)

Those Intending To Pursue Other Careers — Total = 84

	Male	Female	Total
White	19 (22.6)	25 (29.8)	44 (52.4)
Black	7 (8.3)	29 (34.5)	36 (42.8)
Other	1 (1.2)	3 (3.6)	4 (4.8)
Total	27 (32.1)	57 (67.9)	84 (100)

1987-88 Non-Cadets* (n=434)**

Those Intending To Teach — Total = 26

	Male	Female	Total
White	2 (7.7)	19 (73.1)	21 (80.8)
Black	2 (7.7)	3 (11.5)	5 (19.2)
Other	0 (0)	0 (0)	0 (0)
Total	4 (15.4)	22 (84.6)	26 (100.0)

Those Intending To Pursue Other Careers — Total = 408*

	Male	Female	Total
White	135 (33.1)	165 (40.4)	300 (73.5)
Black	29 (7.1)	51 (12.5)	80 (19.6)
Other	14 (3.4)	5 (1.2)	19 (4.7)
Total	178 (43.6)	221 (54.2)	399 (97.8)

* Indicates missing data.

** At the time of this study, these students were college freshmen.

*** At the time of this study, these students were high school seniors.

Appendix C

Mean Scores for "Career" and "Teacher"
Survey Items By Respondent

Appendix C

MEAN SCORES FOR "CAREER" AND "TEACHING" SURVEY ITEMS BY RESPONDENT
(1986-87 Cadets, High School Senior Cadets, & High School Senior Non-Cadets)

	(n=160) College Freshmen & former Cadets	(n=114) High School Seniors Cadets	(n=434) High School Seniors Non-Cadets
In my career, I want to:			
(1) very important (2) important (3) not important			
1. help people.	1.233	1.261	1.399
2. have independence on the job.	1.589	1.568	1.392
3. be able to think and be creative.	1.252	1.214	1.244
4. have frequent contact with people.	1.384	1.420	1.508
5. not have to be around people a lot.	2.892	2.829	2.796
6. pursue interests in certain areas of study.	1.969	1.984	1.909
7. make a high salary.	2.006	1.732	1.470
8. have job security.	1.333	1.321	1.166
9. have a schedule that allows me to make time for outside interests.	1.384	1.366	1.351
10. be able to participate in team sports.	2.604	2.486	2.374
11. have time for family.	1.170	1.313	1.278
12. be respected in the community.	1.503	1.536	1.466
13. have opportunities to advance.	1.428	1.286	1.192
14. have power and authority.	2.050	1.955	1.771
15. work with children and teenagers.	1.698	1.777	2.091
16. be challenged.	1.371	1.366	1.431
I believe that:			
(1) strongly agree (3) undecided (5) strongly disagree			
17. teachers help people in important ways.	1.270	1.351	1.656
18. teachers have a lot of independence in their work.	2.616	2.865	2.868
19. teaching is a job that requires one to think and be creative.	1.333	1.441	1.766
20. teachers must spend a lot of time with paperwork.	1.654	1.856	1.909
21. disciplining students is an important part of a teacher's job.	2.170	2.180	2.444
22. teachers receive high salaries.	4.152	4.135	4.081
23. teachers have a lot of job security.	2.491	2.595	2.768
24. teaching is a good job for women.	2.195	2.153	2.283
25. teaching is a good job for men.	2.308	2.171	2.413
26. teaching in the elementary schools is a better job for women than men.	3.333	3.360	3.111
27. high school teaching is a better job for men than women.	3.696	3.775	3.553
28. teachers have flexibility in their work schedules.	3.447	3.351	3.361
29. teachers have time for their families and outside interests.	2.107	2.162	2.118
30. teachers are respected in the community.	2.390	2.306	2.284
31. teachers have a great deal of influence in their school.	2.707	2.640	2.700
32. teachers have a special mission in our society.	1.717	1.775	2.077
33. teachers have opportunities to advance in the field of education.	2.245	2.225	2.413
34. teaching is a challenging job.	1.421	1.396	1.671

Appendix D

Mean Scores for Survey Items on Which 1987-88
High School Students Differ Based on Gender

Appendix D

MEAN SCORES FOR SURVEY ITEMS ON WHICH 1987-88
HIGH SCHOOL STUDENTS DIFFER* BASED ON GENDER

High School Cadets

(n=112)

Survey Item	Male = 29	Female = 83
(1) very important (2) important (3) not important		
1. In my career, I want to help people.	1.464	1.185
10. In my career, I want to be able to participate in team sports.	2.179	2.593
(1) strongly agree (3) undecided (5) strongly disagree		
18. I believe that teachers have a lot of independence in their work.	3.286	2.728
27. I believe that high school teaching is a better job for men than women.	3.250	3.951

High School Non-Cadets

(n=427)

Survey Item	Male = 182	Female = 245
(1) very important (2) important (3) not important		
1. In my career, I want to help people.	1.515	1.312
4. In my career, I want to have frequent contact with people.	1.606	1.426
10. In my career, I want to be able to participate in team sports.	2.064	2.603
15. In my career, I want to work with children and teenager.	2.277	1.945
16. In my career, I want to be challenged.	1.503	1.381
(1) strongly agree (3) undecided (5) strongly disagree		
17. I believe that teachers help people in important ways.	1.759	1.573
19. I believe that teaching is a job that requires one to think and be creative.	1.914	1.636
24. I believe that teaching is a good job for women.	2.169	2.347
26. I believe that teaching in the elementary schools is a better job for women than men.	1.134	3.329
27. I believe that high school teaching is a better job for men than women.	3.267	3.771
28. I believe that teachers have flexibility in their work schedules.	3.477	3.270
30. I believe that teachers are respected in the community.	2.370	2.211
31. I believe that teachers have a great deal of influence in their school.	2.815	2.601
32. I believe that teachers have a special mission in our society.	2.191	1.982
33. I believe that teachers have opportunities to advance in the field of education.	2.633	2.227

* Differences are at least the .05 (alpha) level of significance.

Appendix E

Mean Scores for Survey Items On Which 1986-87 Cadets and 1987-88 High School Students Differ Based on Race

Appendix E

MEAN SCORES FOR SURVEY ITEMS ON WHICH 1986-87 CADETS
AND 1987-88 HIGH SCHOOL STUDENTS DIFFER* BASED ON RACE

1986-87 Cadets
(n=160)

Survey Item	White = 132	Black = 28
(1) very important (2) important (3) not important		
4. In my career, I want to have frequent contact with people.	1.268	1.786
13. In my career, I want to have opportunities to advance.	1.488	1.214
(1) strongly agree (3) undecided (5) strongly disagree		
29. I believe that teachers have time for their families and outside interests.	2.008	2.357
33. I believe that teachers have opportunities to advance in the field of education.	2.315	1.929

1987-88 High School Cadets
(n=108)

Survey Item	White = 61	Black = 47
(1) very important (2) important (3) not important		
8. In my career, I want to have job security.	1.433	1.174
13. In my career, I want to have opportunities to advance.	1.433	1.109
(1) strongly agree (3) undecided (5) strongly disagree		
20. I believe that teachers must spend a lot of time with paperwork.	1.683	2.089
23. I believe that teachers have a lot of job security.	2.367	2.956
24. I believe that teaching is a good job for women.	1.933	2.400
31. I believe that teachers ahve a great deal of influence in their school.	2.800	2.333

1987-88 High School Non-Cadets
(n=401)

Survey Item	White = 316	Black = 85
(1) very important (2) important (3) not important		
1. In my career, I want to help people.	1.434	1.289
6. In my career, I want to pursue interests in certain areas of study.	1.974	1.738
16. In my career, I want to be challenged.	1.393	1.536
(1) strongly agree (3) undecided (5) strongly disagree		
18. I believe that teachers have a lot of independence in their work.	2.931	2.699
23. I believe that teachers have a lot of job security.	2.659	3.048
24. I believe that teaching is a good job for women.	2.159	2.627
25. I believe that teaching is a good job for men.	2.340	2.595
31. I believe that teachers have a great deal of influence in their school.	2.773	2.440
32. I believe that teachers have a special mission in our society.	2.112	1.869
33. I believe that teachers have opportunities to advance in the field of education.	2.475	2.190
34. I believe that teaching is a challenging job.	1.696	1.488

* Differences are at least the .05 (alpha) level of significance.

Appendix F

Survey Items on Which Cadets Who Will "Teach" And Cadets Who Will Pursue "Other Careers" Differ

Appendix F

SURVEY ITEMS ON WHICH CADETS WHO WILL "TEACH"
AND CADETS WHO WILL PURSUE "OTHER CAREERS" DIFFER*

	Cadets Who Will Teach (n=70)	Cadets Who Will Pursue "Other Careers" (n=90)	
	$\bar{X}_T$	$\bar{X}_O$	Probability
In my career, I want to:			
(1) very important (2) important (3) not important			
1. help people.	1.057	1.371	.000
2. have independence on the job.	1.696	1.506	.025
4. have frequent contact with people.	1.086	1.618	.000
5. not have to be around people a lot.	2.986	2.820	.005
6. pursue interests in certain areas of study.	1.843	2.067	.035
7. make a high salary.	2.229	1.831	.000
11. have time for family.	1.100	1.223	.065
13. have opportunities to advance.	1.529	1.348	.060
15. work with children or teenagers.	1.143	2.135	.000
I believe that:			
(1) strongly agree (3) undecided (5) strongly disagree			
17. teachers help people in important ways.	1.171	1.348	.030
23. teachers have a lot of job security.	2.257	2.674	.003
29. teachers have time for their families and outside interests.	1.943	2.236	.013
30. teachers are respected in the community.	2.143	2.584	.004
31. teachers have a great deal of influence in their school.	2.471	2.897	.013
33. teachers have opportunities to advance in the field of education.	2.029	2.416	.010
34. teaching is a challenging job.	1.271	1.539	.011
The Teacher Cadet classes:			
(1) strongly agree (3) undecided (5) strongly disagree			
35. helped me understand more about teachers' responsibilities.	1.229	1.539	.052
36. helped me see the benefits of being a teacher.	1.443	1.843	.002
37. taught me about the financial rewards of teaching in public schools.	2.329	2.753	.018
38. helped me understand the requirements to become a teacher.	1.529	1.787	.054
40. encouraged me to think about becoming a teacher.	1.343	2.180	.000
42. made me more likely to become a teacher.	1.435	3.207	.000

* Differences are at least the .05 (alpha) level of significance.

Appendix G

Mean Scores For "Teacher Cadet" Survey Items

Appendix G

MEAN SCORES FOR "TEACHER CADET" SURVEY ITEMS
(For all 1986-87 Cadets)

(1) strongly agree (3) undecided (5) strongly disagree

The Teacher Cadet classes:		$\bar{x}$
35.	helped me understand more about teachers' responsibilities.	1.33
36.	helped me see the benefits of being a teacher.	1.67
37.	taught me about the financial rewards of teaching in public schools.	2.57
38.	helped me understand about the requirements to become a teacher.	1.67
39.	were interesting and enjoyable.	1.33
40.	encouraged me to think about becoming a teacher.	1.81
41.	helped me understand the problems of public education in South Carolina.	1.62
42.	made me more likely to become a teacher.	2.42